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ABSTRACT

The product of a project funded by the Michigan Department of Education, during the 1980-81 fiscal year, this manual is intended to help those involved in adult education in Michigan to understand the concept of networking and to establish networks which will extend the resources of their own local programs. A summary of the potential uses of the manual is followed by detailed discussions of the concept of networking and of the activities undertaken by networks. A detailed "process design" for establishing a network is presented, the role of a network advisory council is described, and specific information on the issues addressed at advisory council meetings is given. The function of inservice education programs in the ongoing operation of a network is considered, and the components of successful inservice activities are reviewed. The evaluation of networking projects is also discussed and evaluation criteria are outlined. Throughout the manual specific examples are drawn from the experiences of the adult educators and librarians involved in a networking project conducted in tandem with the production of the manual. Appendices include a list of the networking project advisory council members and samples of materials from the inservice activities conducted during the project. (JL)

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MANUAL

for

A Model for Networking

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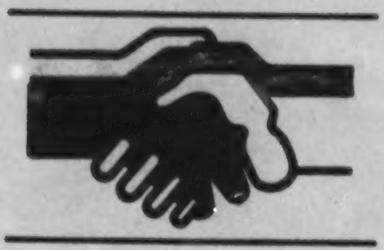

Christine Welliver

Project Director

Michigan Department of Education

Section 310 Project

June, 1981

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Christine Welliver

Project Director
June, 1981

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INTRODUCTION

Each year the Michigan Department of Education, Adult Extended Learning Services, funds several projects under Section 310 of the Adult Education Act. These special experimental demonstration projects are designed to provide adult educators with materials, strategies or programs that will increase the effectiveness of adult education in Michigan.

In 1980-81 a project was funded to develop "A Model for Networking" that would help adult educators to understand the concept of networking and to establish networks in their own local programs.

This project was co-sponsored by the Adult Education Association of Michigan and the Michigan Library Association. These two organizations have often served the same population and have identified several common goals. Adult educators and librarians have numerous resources and services that can be used to improve the lives of the many immigrants and refugees that are now entering Michigan.

In addition to the involvement of adult educators and librarians, agency personnel were soon identified as a group to be included in the activities of the grant because of their immediate contact with immigrants and refugees.

During the operation of this project many exciting and helpful activities took place that improved communication and cooperation among the adult educators, librarians and agency personnel located in the five districts involved in the project. Some of the results and products of these activities include:

a. The development of a manual that describes the networking process and the activities needed to establish networks.

b. The establishment of an advisory council representing adult education programs, libraries and agencies.

c. The implementation of seven inservices to facilitate the networking process and to provide training for those who work with immigrants and refugees.

d. The presentation of "A Networking Conference" for AEA-M and MLA members.

e. The creation of personal and professional networks among the participants of the project to solve problems related to working with adults with limited English speaking ability.

f. The production of translated booklets which describe the services and contact persons of the programs, institutions and agencies in the community.

g. The development of a Process Design and a Personal Involvement Plan to describe how to establish networks in any local community.

h. The publication of a Networking Resource Directory for the members of AEA-M and MLA.

i. The publication of a Networking Resource Directory for the participants of the inservices.

j. The placement of English as a second language materials in the city libraries for the use of students and patrons.

k. The collection of professional reference materials for the use of teachers, librarians and agency personnel.

In the 1980's reduced funds and personnel will make it necessary to encourage cooperation among educational and social agencies to a greater degree than ever before. As this happens the emphasis will be on networking as never before.

This project has developed many guidelines to help others create and use linkages and networks. Throughout this manual there are many suggestions and recommendations that other districts may use to improve services to adult learners. The activities described in this manual are designed to be easily adapted and replicated by any district or program that desires to use the networking process.

How is this manual to be used?

Networking is an active process. It is also a means to solve problems. This project and this manual reflect the active and problem solving nature of networking.

Whenever individuals ask for help, request information or meet together to work on solutions to common problems or goals, networking is occurring. As individuals and groups review and use this manual, it will become apparent that networking is an important and vital aspect of their lives.

When networks are created and used, knowledge, skills and resources are increased. Networking is inextricably linked with the need for adults to continue learning throughout their lives. This manual describes activities and resources that foster the networking process and self-directed learning.

This manual is one of the primary results of the project "A Model for Networking." It has been prepared to assist adult educators, librarians, agency personnel and other interested professionals in a better understanding of the networking process. The purpose of this manual is to describe the many steps and activities needed to establish and implement networking. The manual answers the questions about networking that may arise when working to create linkages among programs, institutions and agencies.

It is obvious that persons can not promote networking if it is not clear in their own minds or they do not understand it. "A Model for Networking" offers direction to any interested professionals who realize the need to network with others to improve services to a given population. If adult educators, librarians and agency personnel know how to create and use networks, the students, patrons and clients in their programs, institutions and agencies will ultimately benefit. That is the reason this manual has been disseminated.

This manual provides a process design, information and suggestions to help programs, institutions and agencies establish these linkages and networks. It presents a more formalized approach to the networking process. It demonstrates that networking can be used as a tool to accomplish a given goal or objective.

The manual was written to be useful to the reader. The format is designed with a question on the left hand margin and an answer or response covering the rest of the page. This format allows space on the left, under the question, for notes or reflections that may occur to the reader as the manual is studied.

There are five basic sections to the manual. Each section describes a major component of the project and addresses the various strategies used by the project staff during the operation of the grant. Sufficient detail is provided to help others replicate the activities used during the advisory council meetings and the inservices in their own local regions and communities.

The first section, "Networks, Networking and Networkers," offers many insights into the concept of networking. The kinds of networks that exist as well as the skills of effective networking are described. All the developmental stages of understanding and promoting networking are outlined in this section to help adult educators "sell" the concept to their colleagues and their communities.

The second section, "The Process Design," demonstrates the eight steps needed to implement networking. The rationale used by the project staff to explain and use the Process Design are provided for the use of future "networkers." The Personal Involvement Plan is an activity that allows an opportunity for all individuals and groups to walk through the actions, barriers and strategies (for overcoming the barriers) in establishing networks.

The third section, "The Advisory Council," can be used by anyone who desires to form a council or committee to work together toward a common purpose. The questions and responses in this section are not limited to those persons interested in networking. The basic principles of leadership and self-directed learning apply to the operation of any advisory council. The major role played by the council on this project is emphasized in the manual. The activities of the council are highlighted for the use of others who coordinate or serve on advisory councils.

The fourth section, "The Inservices," describes the relationship between the networking concept and self-directed learning. The major activities of the inservices as well as the components of successful inservices are listed and outlined in this section. The techniques for planning and implementing inservices are described and can be used by others who must plan inservices, workshops and meetings.

The fifth section, "Project Evaluation," was written by the project evaluator and follows the same format of the other sections. The continuous interaction between the project evaluator and the project director is one of the most important factors in the evaluation of any project. The focus and purpose of evaluation as well as the way in which evaluation should be conducted are presented.

Throughout the five sections of the manual and the activities of the project one theme is evident: Adult educators are eager to participate in networks that provide a support system for them to increase their ability to serve adult learners.

It should be noted by the users of this manual that many of the same activities used by the members of the advisory council were also used by the inservice participants. In fact, the advisory council actually pre-tested many of the activities that were later used at the inservices. This provided twice as much input for some of the data collecting activities and allowed two different groups to react and respond to some of the needs and concerns of the project participants.

It may be necessary to refer to the advisory council section of the manual for a more complete explanation of some of the activities. The project staff felt that it may not always be possible for all districts to plan the comprehensive inservices described in the manual because of monetary constraints and scheduling; whereas many districts have the capacity and the desire to bring individuals together in an advisory council setting.

Another note of importance regarding this manual is that many of the principles of Allen Tough, Malcolm Knowles and Ronald Lippitt were incorporated in the activities that were designed by the project staff. The users of this manual will be receiving the benefit of the adult learning principles that have been developed and popularized by experts in the field of adult education. These principles state that:

a. Adults prefer to learn in informal situations.

b. Adults prefer to work in small groups.

c. Adults want to decide what is to be learned.

d. Adults prefer to learn from one another.

e. Adults want choices and alternatives within the learning situation.

f. Adults prefer activities in which interaction is allowed.

g. Adults want activities that will help to solve immediate problems.

h. Adults want learning and training to be job related.

This project reflected these principles and this manual has attempted to reinforce each of the principles. The activities planned for the advisory council meetings and the inservices were mini-training sessions in which the strategies used were to be incorporated into other networking situations. The participants in the project were encouraged to model the behaviors and experiences that were part of the project activities. The same statement applies to the reader of this manual: Use the information provided and share or model it with others in your program, institution or agency.

"Given the economic development of the state, the underlying concept of cooperation is vitally important."

Mary Reiss, Adult Extended
Learning Services, MDE
MAPACE Conference, November,
November, 1980

SECTION ONE

Networks, Networking and Networkers

What is "A Model for Networking"?

What is networking?

What kinds of networks exist?

Who can be a networker?

Why do we need to network?

What are the skills of effective networking?

How is networking a synergistic movement?

How can statewide organizations create and use networks?

What is the relationship between networking and educational brokering?

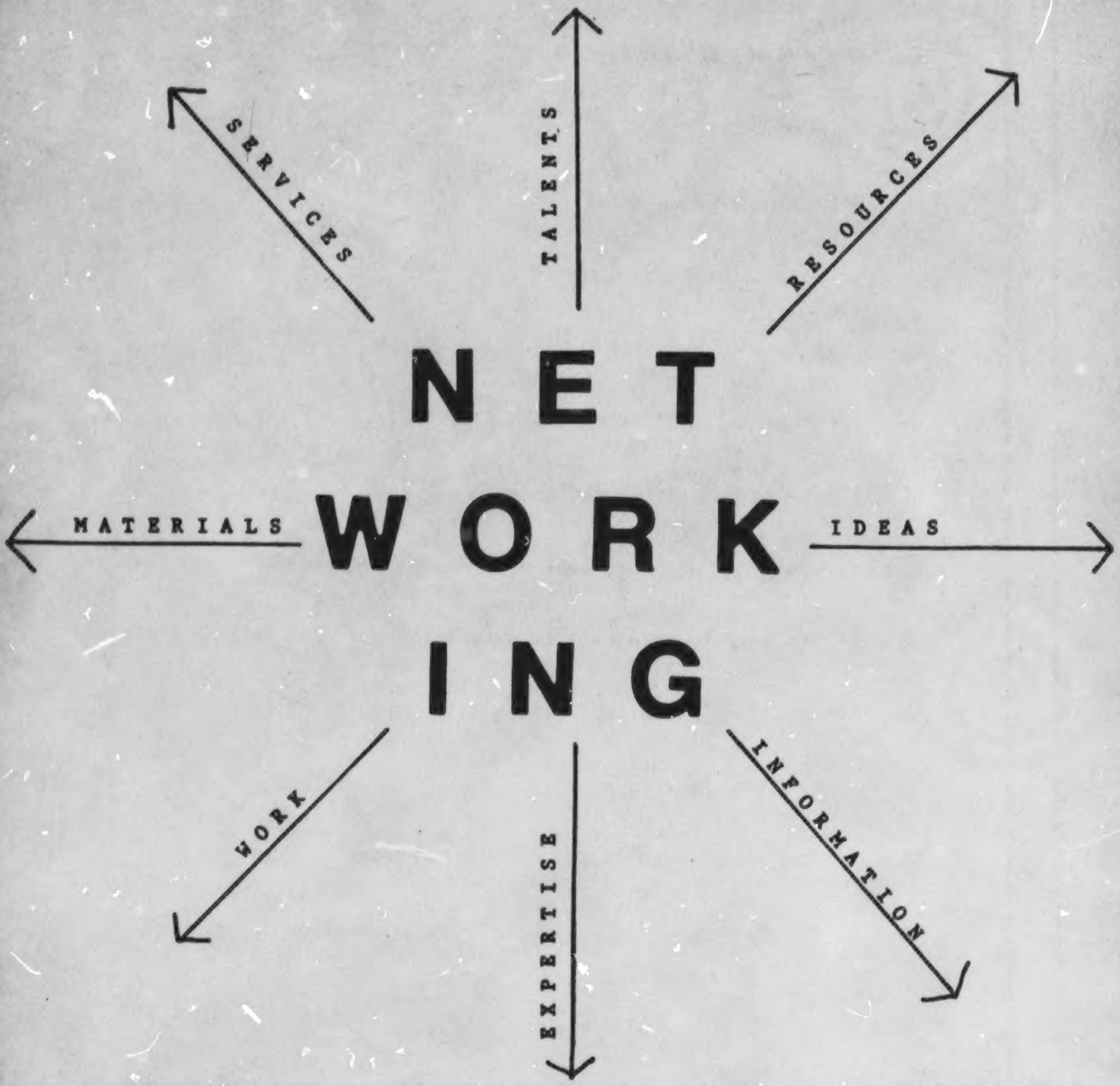
What are the benefits of networking?

What are the barriers to networking?

What are the components of a successful network?

What is the future of networking?

WHAT CAN BE NETWORKED?



NET WORK ING

SERVICES

TALENTS

RESOURCES

MATERIALS

IDEAS

WORK

EXPERTISE

INFORMATION

THESE...AND SO MUCH MORE!

What is "A Model for Networking"?

In the latter part of 1979 representatives from the Adult Education Association of Michigan (AEA-M) and the Michigan Library Association (MLA) began a collaborative effort to improve communication and cooperation between these two statewide organizations. This initial interest in developing a more effective dialogue between librarians and teachers led to the writing of a proposal which was cosponsored by AEA-M and MLA. The proposal was then submitted to the Michigan Department of Education for possible funding.

The proposal was accepted and a project, entitled "A Model for Networking: Coalition of Service Organizations to Expand Outreach to Underserved Adults," was funded as a special experimental demonstration project under Section 310 of the Adult Education Act, for the fiscal year 1980.

The Organizations:

The Adult Education Association of Michigan (AEA-M) is an organization of over 250 members involved with adult education programs throughout the state. The membership includes representatives from community colleges, universities, private colleges, libraries, public schools, business and industry, labor unions, medical and health services, State Department of Education, cooperative extension services and other institutions.

One of the major goals of the AEA-M is "to foster unity and promote cooperation among all persons and groups concerned with adult education." The association also seeks to encourage community participation and the coordination of agencies to provide better educational opportunities for adult learners.

The Michigan Library Association (MLA) has over 2,200 members and represents academic friends, public libraries, school libraries and trustees of public libraries. The organization is 85 years old and adult education has been a part of the association for many years.

One of the objectives of MLA is "to ensure that every person in the state has access to continually improving library resources and services." With the many resources available in libraries today, adult learners should be made aware of and motivated to use these facilities to meet their needs.

The Adult Education Association of Michigan and the Michigan Library Association obtained commitments from their governing bodies to involve their members in the planning and implementation of this model. An effort has been made to use the facilities and resources of the combined memberships to fulfill the objectives of the project. A wealth of human experiences, knowledge and material resources exists within these organizations that can be used to strengthen and enhance the development of a networking model.

The combination, or blending, of these two statewide organizations will, in the future, provide the impetus for other professional and community organizations to work together to better serve the undereducated adult populations in Michigan.

To facilitate the implementation of this project and the development of a state model as directed by the proposal guidelines, the organizations asked Ferndale Public Schools to act as the fiscal agent for the project. Ferndale has a well established Adult Basic Education and English as a Second Language program which has been in existence for fifteen years. The school district has always given a high priority to adult education and the consolidation of resources.

The Need:

Five districts in Southeastern Oakland County, just north of Detroit, Michigan, have recognized the need to improve services to the immigrant and refugee populations that have been moving into the area. Berkley, Ferndale, Oak Park, Royal Oak and Southfield have become increasingly aware of the changing cultural and ethnic nature of many local community structures in the last decade. This theme is evident elsewhere in the state as well. The intent of this project is to establish a cooperative network of teachers, librarians and agency personnel to improve services to adults with limited English speaking ability (i.e., immigrants and refugees) in this portion of the state. The findings and outcomes of the project will be shared with other districts throughout Michigan. These districts will then be able to replicate the network concept using their own facilities and resources.

The Michigan Department of Education defines the term "adults with limited English speaking ability" in the Adult Basic Education State Plan for 1980-82 as "adults who come from environments where a language other than English is dominant and by reason thereof, have difficulty speaking and understanding instruction in the English language."

These adults also have difficulty using the services provided by community agencies. This model seeks to encourage agencies, organizations and institutions to reevaluate their roles and responsibilities in working with ethnic populations that have language deficiencies and/or difficulties. Agency personnel, in addition to teachers and librarians, have been encouraged to take part in all phases of the project.

Although immigrants and refugees were selected because of the immediate needs of these students, patrons and clients in this five district area, the outcomes of this project can be adapted to fit other underserved populations in other sections of the state.

The Objectives:

The objectives of the project are primarily directed at increasing an awareness of the need for communication and cooperation among libraries, local educational agencies and social agencies who serve adults with limited English speaking ability. The main objectives of the project are:

1. Establish an educational brokering system using the resources of Adult Education Association of Michigan and Michigan Library Association.

2. Develop an advisory council to guide project staff, participate in project activities and make recommendations within the framework of the proposal.

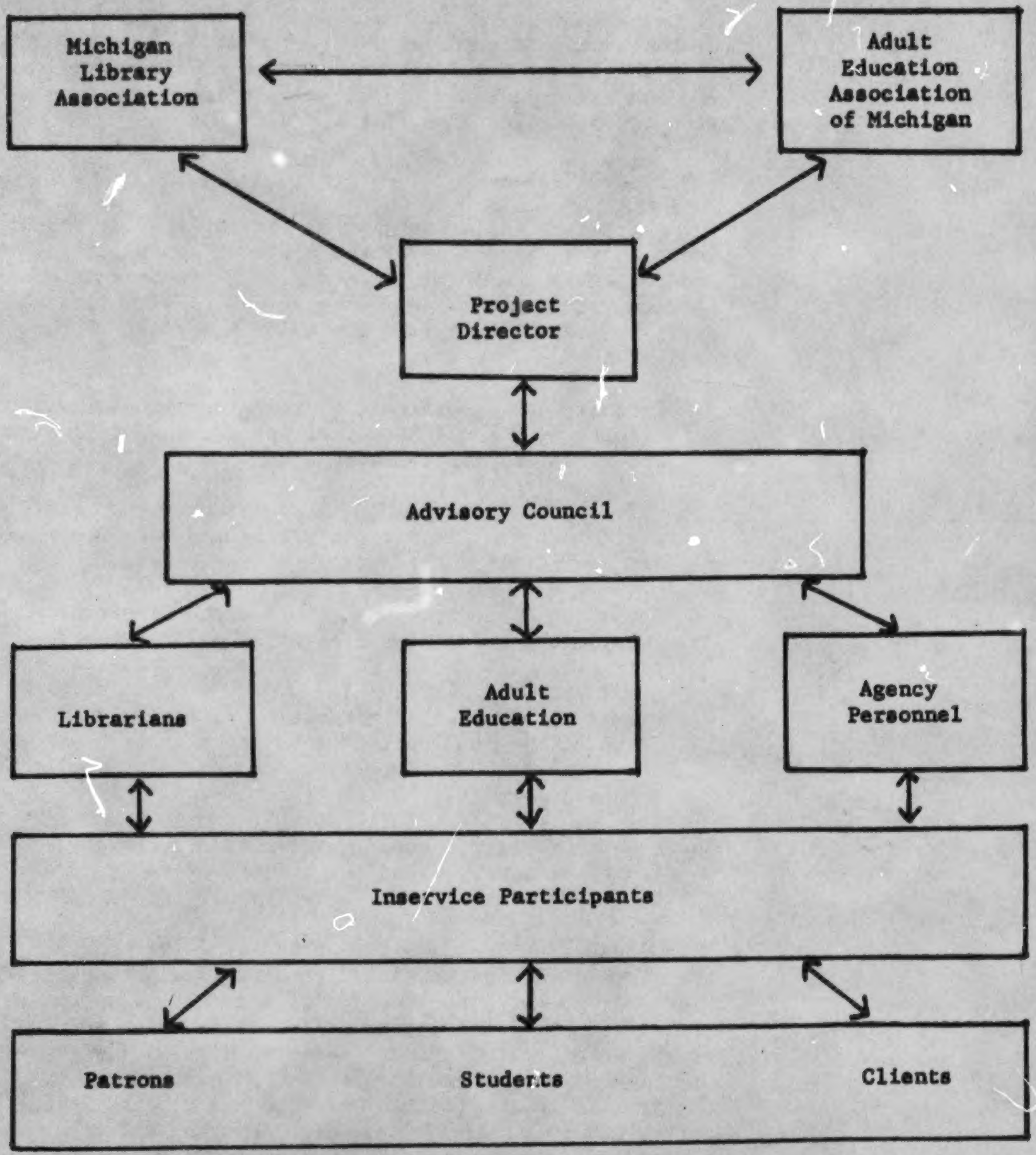
3. Establish a cooperative network among libraries, local educational agencies and community agencies that provide services to the target population.

4. Prepare informational materials written in the language of the students, patrons and clients that explain services of educational and social agencies in the community.

5. Provide inservice opportunities for librarians, teachers, agency personnel and others to enhance cooperation and improve services.

This project offers an exciting and creative approach to the coordination of services for a particular adult population. However, the concept of networking is invaluable when applied to any agencies that provide services to the same group of adult learners. The ultimate goal of this networking project is to expand resources and services to adult students, patrons and clients through better communication and cooperation among all the social and educational agencies and institutions in the community.

ORGANIZATIONAL CHART: LINES OF NETWORKING


Michigan Library Association
Adult Education Association of Michigan
Project Director
Advisory Council
Librarians
Adult Education
Agency Personnel
Inservice Participants
Patrons
Students
Clients

What is networking?

Today networking is a buzz word. It has been used, some say overused, to describe a multitude of activities and ideas. Tom Martin, nationally known consultant on networking, points out that, although the word is fairly new, individuals and groups have been doing it all along under different titles or banners. Bridging, matrixing, linking, coordinating, merging, pooling and other terms have been used to describe what now is accepted as "networking."

The concept of networking is not a new one - it has been around for centuries. It has always been an integral part of our society. Networking is based on communication and cooperation among individuals and groups to solve problems and to address common concerns.

Every day people engage in a variety of networks: car pools, food co-ops, professional organizations, credit unions, volunteer programs, social agencies and hundreds of other formal and informal linkages or associations. Once the number of networks is identified, people begin to see that there is, indeed, a relationship between networking and a well-organized society.

Networking exists in all aspects of our working relationships with other people. Local education agencies, libraries and human service agencies are in the business of helping people and thus can use the concept of networking to improve communication and cooperation among themselves and to increase services to all members of the community.

However, because of the expertise of the professionals and their previous experience with this concept, there are many levels of sophistication that must be considered when networking is discussed. Some people have been networking successfully with others for years and are grateful to now have a term that describes what they are doing. Yet, other people are not even aware of the great potential for networking that exists.

The concept of networking may need to be explained to some people in order to emphasize the great benefits that can be derived from this approach to providing services to undereducated adults in Michigan. Educators, librarians and agency personnel should be encouraged to identify their own human and material resources and those of the agencies, institutions and organizations with whom they work. These resources can then be incorporated into the networking process.

Although twenty-five people would define networking using twenty-five different interpretations, certain key words repeatedly emerge. Words and phrases, such as exchange, sharing, cooperation, mutual benefit, interaction and resources quickly provide clues to the intent of networking. The terms used to define networking reflect the perspective of the present or potential networkers and as such can be somewhat limited. The current definitions and the professional literature did not encompass the full meaning of networking as developed by this model.

For the purpose of this project, and as a direct outgrowth of the activities of the participants in the project, the following definition has been developed:

> Networking is a process that utilizes the exchange of information, resources and services to solve problems and thus facilitate self-directed learning.

This definition has four major components that need to be understood by professionals who wish to establish effective networking efforts with other individuals, agencies and institutions.

First of all, networking is a process. There are certain identified steps that can be followed to accomplish networking. Throughout this project, activities were designed to isolate the process steps that are necessary to create and use networks effectively. The process design is discussed in Section Two.

Secondly, networking stresses the exchange of information, resources and services. By virtue of the exchange aspect of networking, the entire process is very people oriented. People must be willing to share their knowledge and skills with each other. In addition to knowledge and skills, ideas, time, friendship and understanding can be shared or exchanged. There really is no limit to what may be needed and exchanged by networkers who are interested in working cooperatively to address common concerns and to accomplish mutual goals.

Thirdly, as a process networking is primarily designed to solve problems. This problem solving component of networking should not be viewed in a negative manner. Learning how to solve problems can be a very positive and growing experience. Individuals encounter many problems every day and these problems are the main reasons that agencies, institutions and organizations should establish and use cooperative networks.

Finally, networking provides opportunities for adults to increase their self-directed learning skills. Everyone is a self-directed learner in essence. Educators, librarians and agency personnel can model or improve self-directed learning behaviors by participation in networks.

Self-directed learning has been defined as directing one's own learning or taking responsibility for one's own learning. Since we all are learners, the principles apply to educators and students, librarians and patrons and agency personnel and clients alike. Whatever we learn by networking with others, we can pass along to those with whom we work. The potential is great.

This view of networking as defined by the project is more than an exchange of resources. The emphasis on problem solving and self-directed learning provides new insights and possibilities that other definitions overlook. It is this emphasis that makes the model unique and the information so valuable to those who have limited resources and funds. The need to create better problem solvers and better learners exists in both the public and private sector of the community. This model offers an opportunity to bridge the gap and help all networkers in the state.

What kinds of networks exist?

Everyone deals with networks in some form nearly every day. Educators, librarians and agency personnel use networks to complete their tasks and to be effective on their jobs. What most of us don't realize is that our students, patrons and clients also have successful networks that help them accomplish their goals.

The networks that exist can be divided into three basic categories: personal networks, professional networks and programmatic networks. These networks help all adults to use their own resources and the resources of others to get through the complicated maze of daily problems.

Personal networks include families, peers, friends and those significant others with whom we interact. These personal networks tend to be informal networks to accomplish the daily activities needed to maintain effective and well-ordered lives. Most adults are not aware that their basic interactions can be broadened and used to the benefit of others just by exchanging the names of mutual acquaintances or sharing a successful learning experience.

Professional networks may include fellow workers as well as the associations and organizations to which we belong. These professional networks can be informal or formal. Workers who come together to solve a mutual problem have established an informal network. Informal networks among professionals can also begin when acquaintances exchange business cards, attend conferences or discuss concerns over coffee. Staff meetings also provide opportunities for creating and using professional networks.

Organizations and associations are more formalized networks to meet the needs of specific populations. Many individuals join organizations to establish professional contacts that can be added to their personal repertoire of resources. Adult educators and librarians can belong to many organizations and associations and, therefore, have a wide variety of potential networks in which to take part. Examples of professional networks are:

a. Adult Education Association of Michigan (AEA-M)

b. Michigan Association for Media in Education (MAME)

c. Michigan Association of Public Adult and Community Education (MAPACE)

d. Michigan Community School Education Association (MCSEA)

e. Michigan Council on Learning for Adults (MCLA)

f. Michigan Library Association (MLA)

Programmatic networks are those that are created to achieve cooperation on a broader, more global scale. The most effective network in Michigan is the Cooperative Extension Services Programs sponsored by the United States Department of Agriculture, Michigan State University and local county governments. The county directors, professional staff, program assistants and thousands of volunteers disseminate information throughout Michigan. This statewide network provides new networkers with a training ground for the development of effective communication and cooperation.

Other programmatic networks are:

a. The Michigan Health Council - an agency that disseminates health-related information to improve the quality and effectiveness of health programs to better serve the needs of Michigan residents.

b. The Free University Network - the national association of free universities and learning networks that provides information to learners, teachers and adult learning organizers.

c. The Learning Exchange - a private, self-supporting organization based in Evanston, Illinois, to match the needs of individuals with the resources available.

d. Learner's Advisory - a service of selected libraries to accomplish the goals of networking and educational brokering by training librarians to be educational counselors who can broker services and resources of libraries to meet the needs of patrons.

e. Education Information Centers - a service provided by several states that offer a tremendous opportunity for networking and educational brokering.

Each of these networks serve common purposes. They help individuals and groups identify their own resources, the resources they need to know and techniques for sharing and exchanging information, resources and services. In reality, any special interest group is a network because it is usually designed to solve a specific problem or to accomplish a particular goal.

Many other networks exist, but they are somewhat less formal and cut across the three categories just discussed. These networks are frequently labeled: communication networks, learning networks, special interest networks, support networks and many other similarly classified networks. It is easy to see that there is no limit to the number of networks that can exist to meet the needs of any particular population.

Who can be a networker?

The answer to this question is unbelievably simple. YOU can be a networker and you probably are without even realizing the fact. Have you read articles and told others about them? Have you shared the names of people who have helped you to solve a problem? Have you provided others with any information, resources or services? If you can answer "yes" to any of these questions, you are a networker.

Anyone can be a networker. Any member of any group, agency, organization, association or institution can be a networker. All that is required is a problem that needs to be solved or an awareness that there are resources available which have not been identified and used properly. This awareness creates the desire for participating in networks that may be beneficial in the future, such as professional networks.

However, there are specific individuals and agencies who have been using networks for many years and have developed strategies to make the process more effective and efficient. It would be advantageous to locate and work with these persons and groups to acquire the skills needed to be successful networkers. By being observant, most potential networkers can distinguish those with good networking skills from among their current associates. Good networkers are those who are willing to share their own resources and thus are usually the most successful workers and employers.

Most educators and agency personnel are already networkers. They are fully aware that exchanging information, resources and services increases the benefits that they can provide to their students and clients as well as to their programs.

Librarians have been using networks for several decades. They are the ultimate networkers. Most libraries have an information and referral department that requires librarians to be proficient at matching learner's needs to available resources. They have been brokering services to their patrons for generations and educators and agency personnel can learn from them. Librarians have constant access to information and resources and they have additional knowledge of available services. With these advantages and their long history of promoting self-directed learning, librarians have much to offer the novice networker.

Why do we need to network?

There are many reasons why we may feel the need to network with others. Each of us needs the support and experience of others. We need to know that others understand the problems we encounter and that they may be able to provide insights into methods or strategies to help solve these problems. Networking allows us to use the experiences of each other and to offer and receive support, as needed.

Without networks each of us is limited in our capacity to solve problems and accomplish our goals. If we only have our own resources, although they may be quite adequate, we are not able to provide the quantity and quality of services that can be provided if we join forces with our colleagues. Networking allows us to do things together that we couldn't do alone.

Many of us try to be all things to all people. It is nearly impossible to accomplish this feat. Each of us comes to our job with individual skills and abilities. However, there are many other persons who have skills and abilities different from ours or complementary to ours and, therefore, could add a new dimension to those that we possess. Networking allows us to pool our skills and abilities and combine them to increase our effectiveness.

The need to network with others is really a critical issue if we intend to improve services for the total person - as a learner, parent, employee, community member and citizen. Adult learners come to adult education programs, libraries and agencies with a myriad of problems and concerns as well as skills and resources. None of us is able to address all the needs of the adults in our programs. Networking allows us to learn from each other and to use our shared resources to solve the problems and to address the concerns of adult learners.

Coordinating the needs and resources of a community is not a task for which many people would volunteer. The interagency relations that can be developed to improve a community's effectiveness are extremely difficult to implement. Networking allows many people to be part of a cooperative effort to build alliances, establish trust and improve the present level of coordination within our communities.

Networking satisfies many needs, on many levels, for many people. Everyone wants to be needed and everyone wants to see rewards, or benefits, from their efforts. A strong, supportive network will do both of these and a great deal more. The key elements of exchange and cooperation imply that networking is not a one-sided process. Those individuals who are active networkers find that they receive as much as they give when they participate in local, regional or statewide networks. Networking allows us to feel a sense of productivity and usefulness and to receive the benefits of our successful cooperative efforts.

Additional reasons for networking with others have been identified by the participants of the project. These reasons supplement those that have just been stated and are essentially self-explanatory: to use resources efficiently to prevent duplication of resources and materials, to assure optimum services for the public and to direct people to the appropriate services within the community. We need to network because the world is made up of a variety of networks. If we participate in networking we add a fuller, more satisfying dimension to our lives.

What are the skills of effective networking?

The skills needed to be an effective networker are relatively basic. Many educators and librarians possess these skills and use them routinely. All persons who propose to have a humanistic base for their actions are already using networking skills.

During the operation of this project the following list of skills or attributes was observed as the participants networked with each other. The skills of effective networking are:

a. Be aware of all that goes on around you.

b. Listen attentively to everyone.

c. Ask questions of associates and acquaintances.

d. Search out new people, experiences and ideas.

e. Make contacts by phone, letter or in person.

f. Follow leads received from others.

g. Try unusual resources and ideas.

h. Share information, resources and services with others.

i. Allow others to share with you.

j. Keep trying - don't give up.

The previous list, of course, also describes anyone who is a self-directed learner. The good networker is, in effect, a self-directed learner and as such uses these skills to address the learning activities which are encountered daily.

Perhaps the most important networking skill is to think positively. Anyone who expresses a desire to network must believe that it will happen. Good networkers can frequently network with others before the word is ever used or the concept is fully understood.

How is networking a synergist movement?

Synergy is defined as "combined action whose total effect is greater than the sum of the individual actions." The process of networking is a prime example of synergy at work.

One of the primary reasons that people are interested in networking is the awareness that cooperative ventures are more productive and effective than individual ventures. A group of people can accomplish more than most of us can accomplish individually.

Whenever networking occurs, an exchange of information, resources and services takes place that greatly increases the effectiveness of each of the individual members of the network. The benefits of networking greatly outweigh the effort needed to maintain the network.

The individual who relies on his own experience to solve his problems is limiting the wide range of possible alternatives and options that others may be able to provide. By establishing linkages with friends, colleagues and experts, life problems can be solved more easily because of the broader base of knowledge and information from which to choose.

Another example of the synergistic potential of networking lies in the development of linkages to solve local, regional and statewide problems. The creation of a strong power base is ultimately a key factor in affecting change for the adults in our educational programs. It is also a key factor in producing strong adult education organizations.

As more and more professionals understand the synergistic aspect of networking, the greater the number of individuals and groups who will be interested in participating in networks. This, then, will increase the effectiveness of all those networkers who currently view networking as a valuable process for working with others and solving problems.

How can statewide organizations create and use networks?

With the involvement of statewide organizations, in this case the Adult Education Association of Michigan (AEA-M) and the Michigan Library Association (MLA), there is a greater potential for creating successful networks. Statewide organizations have a built-in network that includes their members, the talents of these members and the contacts or acquaintances of these members.

As leaders in the state, organizations and associations such as AEA-M and MLA, can each become "a network of networks." In combination, these groups could eventually reach all the professionals in the state who are interested in adult education. This network of networks could provide Michigan with a broader base for adult education than previously envisioned.

Obviously, the broader the base for a network, the more effective that network can be. However it is not enough just to include a large number of people in the networking effort.

It is imperative that each organization - local, state or national - identify the strengths, skills, knowledge and resources of their members. To do this, one essential step must be taken after a person joins an organization: send a survey or questionnaire to each member to obtain information which will then create a resource directory to be used by the members, the association and other organizations. This resource directory will identify which of their colleagues in the association can present a workshop on genealogy, write a grant, or plan an effective recruitment campaign. The possibilities are endless.

Of course, identifying the wealth of human and material resources within the organizations and associations is only the first step. These identified resources must be put to work to solve the problems of the members in the network or to accomplish the goals of the organizations and associations participating in the network.

One of the greatest problems identified by most large groups is the lack of participation and involvement of their members. Through a well conceived networking effort, which includes this identification of the resources within each organization and association, members will be able to link with others throughout the state and to use this organizational, i.e., professional, network to increase their own personal knowledge and value to the organization. Belonging to the group will then be meaningful and will instill a sense of professionalism that can not be attained through the purchase of a membership card. Participation and involvement of the members is one of the advantages of networking.

A statewide network will be successful only if there are: a) identifiable reasons to establish and use the network, b) continuous communication among the networkers and c) built-in rewards for participating in that network.

The reason to network may be as broad as creating an educational brokering system that identifies the resources of the organizations and tries to match these resources to the needs of adult learners in Michigan. The reason may be as narrow as finding a fellow professional who has certain skills or materials.

Whatever the reason is for networking, it must be a "real" reason. The members must feel that the purpose is one to which they can relate. The identification of an organization's material and human resources is an important procedure in helping the members become aware of their own potential networks.

Continuous communication among the networkers is vital to the success of any networking effort. The two organizations that are involved in the establishment of this model have newsletters that are sent to their members. They also schedule conferences and workshops during the year to allow members to take an active role in the growth of their profession. Board meetings are additional opportunities for communication among the members. Each association has a committee structure that involves many members over-and-above those appointed to the board.

AEA-M's "Topics" and MLA's "Michigan Librarian" are effective communication tools of the two associations. Several articles on networking were written throughout the year to facilitate communication with the members. Updates of project activities as well as invitations to participate in the inservices of the project were included. It is essential to have access to a newsletter, or a comparable outlet, when networking is attempted on a statewide level.

The rewards, or benefits, of taking part in a network are usually easy to realize if the members have made a professional contact or had a problem solved by networking with a colleague. One of the greatest rewards of networking with others is the increased awareness that "many" can solve a problem that "one" may not be able to solve. It is anticipated that the benefits of a statewide alliance will increase proportionately as the network grows.

Networking among organizations on a statewide basis is new and the great potential for communication and cooperation has just recently been recognized. The Adult Education Association of Michigan and the Michigan Library Association are in the forefront of an important movement.

Other organizations and associations can build on their experiences during the project to implement networks that will improve services by consolidating their efforts and resources.

What is the relationship between networking and educational brokering?

Networking is to educational brokering as clothing is to suit. The analogy is simplistic, but it emphasizes the relationship between networking and educational brokering.

Networking is general; educational brokering is specific. Networking has been going on for a very long time and can be identified with all aspects of a person's life. Educational brokering, by virtue of its title and emphasis on education, is newer and more narrowly defined.

Educational brokering is the matching of educational resources to the needs of adult learners. Francis U. Macy of the National Center for Educational Brokering defines educational brokers as intermediaries, the important gobetweens for adult learners and the vast array of educational resources.

The establishment of networks is essential to the development of an educational brokering system. Without the existence of ongoing networks, educational brokering would be nearly impossible to accomplish.

As a result of their many similarities and common ingredients, networking and educational brokering often occur at the same time. They can also occur on many different levels. During the operation of this project, it was determined that networking and brokering frequently take place between:

a. organizations or associations and members

b. teachers, librarians or agency workers and students, patrons or clients

c. professionals in the same (or different) agencies or institutions

When brokering occurs between organizations and their members, it is necessary to present opportunities to connect, or broker, the resources available and the needs of the adult learners. In this case the learners are members of professional associations.

As an example: If the associations have newsletters, a section could be devoted to "unsolvable problems" that exist within the membership. The organization in effect will broker the information or ideas received from the members.

As brokers, the organizations have an obligation to match their resources to the needs of the members in the organizations. This is a large obligation and it may be necessary to encourage the members to see themselves as networkers and to feel comfortable sharing and exchanging their ideas with each other.

According to the definition of educational brokering, some adult educational programs, libraries and agencies have been doing a fine job of brokering. Teachers, librarians and agency personnel operate as brokers whenever they help adult learners use resources to make decisions related to educational goals and concerns.

The role of educators has been changing perceptibly over the years. They are now just as likely to be viewed as linkers, facilitators, brokers and networkers rather than the somewhat limited term "teachers." The classroom is not the only arena for the educator who seeks to meet the needs of adult students.

Adult educators have traditionally been more humanistic and have been more aware of the need to serve the total person and they often function as participants and facilitators in learning. As such, adult educators also function as role models to their adult students. As models, educators can demonstrate behaviors, such as self-directed learning, that improve the adult student's chance of success.

Librarians, of course, are in the business of brokering services to learners. Perhaps the next procedure is to establish an educational resource center that employs counselors, or brokers, to provide assistance to the adult who needs to know more about educational resources, personal and career options and available learning programs. The Learner's Advisory, a pilot program that provided services for adult learners, was an example of educational brokering within libraries. The TIP program of the Detroit Public Library is another example of the role libraries have been playing in providing more than books and magazines to their patrons.

One way to use networks is to encourage agency workers to act as brokers to link their clients to available educational opportunities. Most agency personnel are comfortable with this role of "linker" and can accomplish it more readily if they are part of an ever expanding network.

Another level of networking and brokering is between professionals in agencies or institutions. The professionals may belong to the same agencies and institutions or different ones. Whichever is true, it must be emphasized that teachers, librarians, agency personnel and other professionals are adult learners, too. Although they may be more sophisticated learners, it may still be necessary to match them with available resources. In this instance, fellow professionals can act as brokers for each other.

The most important item to be brokered between professionals is mutual trust. The process designed in this networking model provides opportunities for the establishment of trust and confidence and realizes the importance of a trusting relationship before brokering or any other interaction can occur.

Most people will share or exchange information with someone that they know and trust. Getting to know and trust each other is difficult at best, but if members of an agency, institution or organization are united in a common cause, i.e. adult education programs or library services, there is a greater probability that networking and brokering will be successful.

The establishment of an educational brokering system is predicated on the creation of networks that identify resources, use expertise of individuals and provide opportunities to exchange information.

Adult educators, librarians and agency personnel operate as educational brokers in many of their daily interactions with their students, patrons and clients, as well as their professional associates. This function will be more effective as they broaden their personal, professional and programmatic networks.

What are the benefits of networking?

Networking offers a wide array of benefits to those agencies and institutions involved in the process. While some agencies have been working at it for many years, other agencies have just been brought to the awareness level. As the benefits become more obvious and the rewards more numerous, networking will become a standard operational procedure in many agencies. The benefits that are listed below have been identified by the participants of the project and the presenters at the inservices. The descriptions reflect comments stated and suggestions offered to the project director during the development of the model. The statements are in the future tense in order to express the eventual benefits that may accrue as a result of the networking process.

a. Combining resources will save money.

In this time of inflation, depressed budgets and limited funding, it is imperative that agencies and institutions who provide services to a shared population combine resources in order to be cost efficient. The sharing and exchange of information is just one way that money can be saved. It eliminates the time and energy of each agency or institution to go through the same effort of identifying and isolating solutions to similar problems. If these solutions, as well as the techniques and strategies to deal with them, are shared with as many individuals and groups as possible, valuable savings will be made.

b. Duplication of services will be eliminated.

As networks become more commonplace, individuals and groups will become more aware of the services provided by agencies and institutions. This awareness will lead to the discovery that many agencies provide similar services. Those persons who see the advantages of networking will be able to specify the skills and services unique to their own agencies and enhance these skills and services. The other agencies then will do the same. Each of the agencies or institutions involved will view these distinct skills and services as important resources to be used when needed. At this point, the agencies and institutions can concentrate on providing the best specialized services available rather than attempt to do a little bit of everything.

c. The expertise and talent of staff members will be used more fully.

This particularly relates to individuals within agencies and institutions who possess knowledge and skills that can be used by others. Not all educators, librarians and agency personnel have the same experiences and talents even though their training may be similar. It is critical that the specialized skills of these key individuals be acknowledged and shared in order to improve the services of our agencies and institutions and thus improve the lives of our students, patrons and clients.

d. Resources will be used effectively.

One of the greatest benefits of networking is the effective use of resources. The primary reason resources may not have been used effectively in the past has been reiterated throughout the project. "I didn't know the agency (services, staff, information) even existed" was stated dozens of times during the implementation of the project. Resources must be used before they can be used effectively. When resources are used, analyzed and reused, the effectiveness will follow. Networking allows for the constant evaluation of available resources to ensure that effectiveness is always kept at a high priority.

e. Time and energy will be saved.

Although time and energy can be viewed as resources within the agencies and institutions, special mention should nevertheless be made. As the saying goes "time is money," and anything that saves time eventually saves money. Yet there is another element to consider. Many staff members have stated that they are overworked and underpaid. The problem of money may be more difficult to address, but the problem of time can be solved if staff members make better use of their work time. For instance, time and energy (effort, trouble) can be saved when some of the previously mentioned benefits of networking are realized: combined resources, elimination of duplication of services, use of staff members' expertise and effective use of resources. Some benefits overlap and frequently create side benefits of their own.

f. Services will be improved.

Improving services to students, patrons and clients is the major concern of all the participants in the development of this model. There is a general concensus among professionals that the better the services offered by agencies and institutions - the more successful the students, patrons and clients will be in coping with their daily problems. Networks among agencies provide for communication and cooperation that ultimately will improve services for everyone involved with educational and social agencies.

g. Common problems will be solved.

Networks offer opportunities for the involvement of many persons to solve problems or to find answers to questions. Brainstorming can be used by small (or large) groups to arrive at a variety of alternatives and options for problems that have been identified. The more resources individuals possess through the networking process, the easier it will be to find appropriate solutions to the problems faced by the agencies working with specific minority populations.

h. New ideas will be explored.

When interaction among individuals and agencies occurs on a more frequent basis, not only routine matters can be handled, but new ideas can be generated and explored. This is one method in which growth can occur. As more needs are expressed and more problems are solved, energies can be used to develop new avenues for working with adult learners. New avenues for future networks and additional linkages may lead to other benefits not yet envisioned.

i. Mutual support structures will be established.

Individuals need to know that there are others to whom they can turn when problems arise. Agencies and institutions offer some support structures, but perhaps not enough to meet the needs of those who must solve the problems that are encountered when working with adult learners. The morale of a group can be lifted when everyone is working toward a common goal and an answer to a particular question is discovered. If workers see each other in mutually supportive roles (inter-agency and intra-agency) everyone benefits and job satisfaction is kept at a high level.

j. Programs will be better.

As services are improved, as workers are happier and more challenged, as problems are solved and as new ideas are generated programs will ultimately be better. Professionals, through networking activities, will become more aware of each others' programs and services. Shared resources will result in consistency among programs. This will make it easier for students, patrons and clients to use the agencies and institutions. All adult learners will feel more successful and more competent when using these programs because of the networking efforts made by the individuals and groups in the community.

k. The best interests of the individual and the community will be served.

The networking process is not only beneficial to those directly involved but to the community as a whole. Cooperation among adult education programs, libraries and human service agencies can lay the foundation for cooperation among all the organizations within a community. Networking among members of agencies and institutions can lead to more active participation in the community. As networking is more evident, it will become clear that everyone receives some benefits - either directly or indirectly.

The "ideal" network in which all the benefits have been realized does not yet exist. However, many networkers are confident that given time and continued enthusiasm, these benefits will actually be commonplace to many agencies and institutions in the not too distant future.

What are the barriers to networking?

The barriers that can prevent networking from occurring range from insignificant hurdles to substantial roadblocks. As one of the activities of the project the participants were asked to think of all the possible barriers that might prevent networking from taking place in their agencies or institutions.

Over fifteen items were listed as barriers. The participants were then asked to prioritize the list and determine which barriers were the most difficult to overcome. The top five barriers identified by the teachers, libarians and agency personnel are:

a. Communication

b. Time

c. Funding

d. Interest

e. Competition

Each of these five barriers probably will be encountered during efforts to create a successful network. The potential networker must do some homework and must be prepared to face these barriers with a positive approach in order to overcome the problems that may accompany these barriers.

Communication is an important factor in creating and using networks. Effective communication is necessary at all operational levels of an organization. If there is little or no communication within an agency (e.g., from supervisors to assistants to clerks), there will probably be little or no communication with other agencies. The staff of any organization should realize that networking is only possible if communication and interaction are going on among staff persons (intra-agency) and among agencies (inter-agency). If effective communication is not present, the networking process will be difficult, if not impossible, to implement.

A breakdown in communication at the agency level may be the result of conflicting priorities or unrealistic expectations of those who work there. It is obvious that before networking will work outside an agency, communication among staff members must be improved and exist on an effective level. An overused expression seems to fit here: they must "get their act together."

Those who are really sold on internal networks will be more likely to see the benefits of external networks. It will follow, then, that networking begets networking and the skills used in one arena will carry over into other arenas.

Lack of communication causes people to "re-invent the wheel" or to do the same thing that the agency down the street is doing and thus use resources ineffectively. If agencies have successful techniques for dealing with adults, useful resources for solving problems or personnel with unusual skills, it would be beneficial to all other agencies to be aware of this information.

It is important that others not only know the names and locations of the agencies and institutions in the community but also the resources within those agencies and institutions. This requires a sense of security on the part of these agencies, but the whole networking concept is built on the willingness of agencies to share and exchange what they have: information, resources and services.

Successful networking strategies should be shared by any and all present and potential networkers. Lack of information about networking is the prime reason that it may not catch on in some areas. Communication plays an important role in the initiation and continuation of networks.

Communication, cooperation and coordination are prerequisites for the successful operation of most agencies and institutions. They are also prerequisites for the successful operation of networks. The need for networking as a means of improving services of agencies and institutions can not be overstated.

Communication + Cooperation + Coordination =
Successful Networks = Successful Agencies.

Time is the only item that has been listed as both a benefit and a barrier. Time to explore and to develop networks is one of the hardest barriers to overcome. Adult educators, librarians and agency personnel must be willing to take the time to find out about networking and its potential and to make plans for establishing a network. Next, time is needed to meet the individuals and to address their concerns about networking. Time is also needed to build trust among those with whom agencies wish to network.

Time is a precious commodity. Yet valuable time is wasted to solve problems that others have solved. Time is wasted to track down resources that others have identified and which may provide alternate solutions.

Networking is time efficient. With visionary administrators who will invest staff time to establish a network with others in the community who have similar concerns or interests, much more time will eventually be saved and the dividends of the investment will increase as the network grows.

Funding presents a major problem to most agencies. There was, throughout the project, great concern for the continuation of networking efforts after the funding period. Most programs, libraries and agencies emphasized that they were short of staff and had no funds to pay for released time even if they did have adequate personnel to come to meetings and to establish networks with other individuals or agencies.

It seems that by virtue of their original mandates - to serve the public, to offer assistance, and other lofty goals - agencies and institutions will have to redirect their emphasis. This will occur naturally once the benefits of networking are enumerated. The biggest benefit as previously mentioned is the conservation of resources: people, time and money.

Eventually, effective networking will prove to be cost effective and the additional funding and staff to implement cooperation among agencies will be written into budgets and programs.

Interest in creating and using networking may be difficult to generate, especially if networking has not been successful previously. Perhaps part of the problem may be a lack of understanding of the elements for establishing successful networks. Too often, people are "in a rut", too lazy to try anything new, don't see a need, unwilling to share their resources or simply think it will take too much energy or effort on their part.

To be honest, it does take effort to create a successful network. It takes energy and time to develop trusting relationships. It is easier to keep the status quo, to do it the same old way. But, this resistance to change can no longer be a valid argument for the inefficient use of time and resources.

Those professionals who are expert networkers need to share the benefits with those who are uncertain or hesitant. Networkers should also encourage others to become part of an existing network to observe first hand the strategies needed to implement a successful networking effort. It is the obligation of skilled networkers to share the information that can help others create and use networks.

What initially appears as disinterest may be lack of understanding or interest in one's own program. The rewards or "pay-off" for networking should be spelled out from the onset. The program and agency directors who want to know how it can improve their programs need to be sold on the benefits of networking. One of the best ways to develop interest is to network with staff members within the agency or institution for a short time so that someone "inside" sees the benefits and advantages of networking and can speak with experience.

Competition has to be the greatest hurdle faced by those who are interested in establishing networks among agencies. The "terrible T's" of collaboration cause many problems for potential networkers: Tradition, Trust, Turf.

Many agencies are in competition with others to provide similar services to the same population. Their funding may be dependent on the number of students, patrons or clients served.

There are many reasons why this barrier may be difficult to overcome. Some of the subtleties that may not be stated directly but will affect an individual's or agency's willingness to cooperate with others are:

a. Some people hoard information and don't want to share or exchange anything. (They are afraid they won't be needed if they give away their information.)

b. Some people are negative or closed minded and won't listen to an explanation. (They are unable to be open to new ideas.)

c. Some people are unwilling to weigh the pros and cons and feel that they already know what's best. (Their egos get in the way.)

d. Some people feel that their agency has all the answers and don't need any others. (They have a "turf" problem and don't want others to get too close.)

e. Some people are jealous of their information, their jobs and their contacts. (They have personality conflicts that interfere with what's best for the whole organization.)

Obviously, some barriers are going to be more difficult to overcome than others. Some barriers are going to take longer to address because they are not discussed and expressed in a straightforward manner. The individuals involved may not deal honestly with you or the situation.

Networking does work! It may take more time or be on a different level than originally intended, but it is worth any effort expended to get it started. If it doesn't work at first, give the individuals and agencies time to assimilate the concept and try again at another time.

Remember that it may not be the right time for them. There may be agency limitations that prevent networking from occurring right now.

What are the components of a successful network?

If the barriers just mentioned can be overcome, a successful network will be the result. However, just to put the components in a positive light, let's take the word N-E-T-W-O-R-K and spell out the building blocks or elements necessary for the creation of a network that can improve communication and cooperation among the agencies in any given community.

Need. The agencies or future networkers must see the need for creating a network or becoming part of one that already exists. Until a need can be identified, persons may not feel that networking is necessary. After the need is articulated to others and steps are taken to address that need, the full impact of networking will be felt and open up a new and exciting avenue for solving problems.

Environment. This refers to the operating climate of an organization or agency. If there is no networking going on internally, it may be difficult for the administrators and supervisors to understand the real benefits and rewards of networking with others. It may not be possible to network organizationally. Therefore, teachers, librarians and agency personnel may need to utilize their personal networks and gradually improve the environment or climate for future networking.

Trust. Probably the most important element of creating a network is the establishment of a trusting relationship among the persons involved in the networking process. Trust only develops over time as networks prove to be useful and acquaintances turn into friends and confidants. While some networks exist only briefly and trust seems to play a minimal role in the transaction between two parties, most networks are of a longer duration and like a pebble thrown in a pool of water, they grow and spread. The successful network must be based on trust and confidence of the parties involved.

Willingness. In order for networking to happen in the first place, the individuals and agencies involved must be willing to share or exchange some information, resource or service. There must also be a willingness on the part of the potential networkers to allow others to share resources with them.

Opportunity. Without an opportunity to network, obviously, it is difficult to pursue networking as a course of action. In reality, opportunities occur daily and are overlooked because most people prefer to solve their own problems without involving others. Unfortunately, this type of person is not only short changing himself but is not allowing himself to become a resource for others. The options that could be available to solve any given problem increase with the number of persons involved in seeking the solution. If problems are looked at as opportunities for networking, then every day presents new opportunities.

Rewards. One essential element of networking is "What's in it for me?" Although it might not be stated so directly, everyone who networks with others realizes the reciprocal aspect of networking and, whether consciously or unconsciously, sees the transaction as being potentially beneficial for all parties involved.

Knowledge. One of the most common reasons for networking is to gain knowledge of resources or services to which the networker may not have direct access. Knowledge is a resource itself, or it can lead to other resources. In either case, it is a tradeable commodity and, as such, has led to the emergence of learning networks that have been built around an exchange of knowledge. As more adults become specialists and have a more limited or refined set of skills, it will be necessary to use networks to increase the knowledge base necessary to function effectively in society. As knowledge increases and as changes occur more rapidly, the need for networking will become even greater.

It is important that some consideration is given to these components if networking is new to you, your agency or your program. These seven words emphasize the key elements of networking and help to illustrate the many different components necessary to develop a successful network:

Need
Environment
Trust
Willingness
Opportunity
Rewards
Knowledge

What is the future of networking?

The words of the 1980's are cooperation, collaboration, linkages, educational brokering and networking. With declining enrollment and depressed budgets, it is imperative that agencies work together to share resources, solve common problems and work toward mutual goals.

The future of networking is very bright. As more professionals - whatever their field of interest - understand the concept of networking, the more they will see the advantages and benefits and, therefore, use networks to accomplish their goals.

The main purpose of this project is to develop a model that can be replicated and utilized by other districts as they attempt to create or extend networks. The model provides strategies that enable communication and cooperation to occur at the local, regional and statewide level.

During this current period of economic and educational transition, new configurations must be designed to meet the changing needs of adult learners. As society changes, our methods of working together must change. Networking offers new hope for all who work with adults in Michigan.

The future belongs to the adult educators, librarians, agency personnel and any interested others who can accept the responsibility and the challenge that lies ahead.

"Networking doesn't just happen. We must reach out to each other."

James House, Wayne County
Intermediate School District,
Leadership Conference,
June, 1981

SECTION TWO

The Process Design

Why is a process design necessary?

How is the process design to be used?

What is the process design?

What are the eight steps of the process design?

What is the Personal Involvement Plan?

How is the P.I.P. to be used?

Why is a process design necessary?

Although networking goes on all the time and can be accomplished through various means, it became apparent early in the project that because of its nature, networking often occurred in a rather haphazard fashion.

Many persons use networks, yet have no idea why some networks are more effective than others. This networking model has produced a process design that will take the guesswork out of the creation and implementation of successful networks.

Most educators have networked with others on an informal level. This can help to meet some of the needs of our programs. However, a more intensive approach to networking is called for if we expect networking to accomplish our long term or broad objectives. This process design provides that intensive approach.

If networking can be done one-to-one or on a small scale, a process design may not be necessary. However, when larger groups attempt to network, within their own organizations or between two or more organizations, it is recommended that an outline of the steps needed to establish a network be used to simplify the process.

This outline will provide teachers, librarians, agency personnel and others with a systematic approach to networking. With this approach there will be a better chance of success because the steps have been developed and implemented by groups who are currently networking with other individuals and agencies throughout the state.

This process design provides the steps which will facilitate networking among agencies, institutions and organizations. It is important to recognize that while desire, willingness and good intentions are essential, they will not produce a lasting and effective network. The process design described in this model complements and enhances this willingness by providing a plan or guide for creating and implementing agency and institutional networks in Michigan.

How is the process design to be used?

The process design developed by the project is primarily to be used by large groups: local education agencies, public libraries, human services agencies, professional associations and any other organizations interested in improving communication and cooperation.

The design can be used as it is written or it can be restructured and molded to fit the specific needs of any particular group. Because groups have personalities as well as individuals, it is hoped that each group will take a look at this design and, at the same time, look at the goals and objectives of its own organization. If the design is to be effective, each group must see networking as a worthy endeavor and see itself as a potential networker.

Each step is important, yet the order may need to be changed or rearranged to allow for backtracking of a step that was not implemented completely. The flexibility and interchangeability of the steps permit each agency or institution to use the design to fit its organizational pattern and priorities.

This design offers individuals and groups a guide or starting point for planning and incorporating the networking concept in their own agencies, institutions or organizations.

What is the process design?

The process design consists of eight steps that were developed as an outcome of the inservices and activities of the Section 310 Project, "A Model for Networking." The steps evolved as teachers, librarians and agency personnel met and interacted during the year long project.

The eight steps are part of a structured or formalized process plan that creates networks to help individuals and groups work toward mutually beneficial goals.

The design is based on the precept that two or more individuals or groups have identified a common concern or problem and are willing to work together. In this project the mutual problem was: How can teachers, librarians and agency personnel work together to improve services for immigrants and refugees?

As the project participants networked to solve this and other problems that they identified individually and in small groups, certain steps were recognized as being part of a larger process design for networking. The eight steps included in the process design are:

1. Assess needs of network participants.
2. Identify potential linkages.
3. Create opportunities for networking.
4. Use resources of networkers.
5. Establish trust and confidence.
6. Determine follow-up procedures.

7. Provide continuous opportunities.

8. Evaluate and reassess.

These eight steps are only guidelines for the creation and implementation of networks. The primary purpose of the process design is to develop a climate of mutual need and trust. These steps encourage individuals and groups to work together to ultimately increase the efficiency and effectiveness of their agencies, institutions and organizations.

What are the eight steps of the process design?

The eight steps of the process design describe the procedures used during the operation of the project. However, before the steps can be used satisfactorily to establish a network among members of agencies, institutions and organizations, the following two prerequisites must be met:

a. The reasons for establishing a network must be clearly stated and understood.

b. The key personnel to be included in the network must be contacted and encouraged to participate.

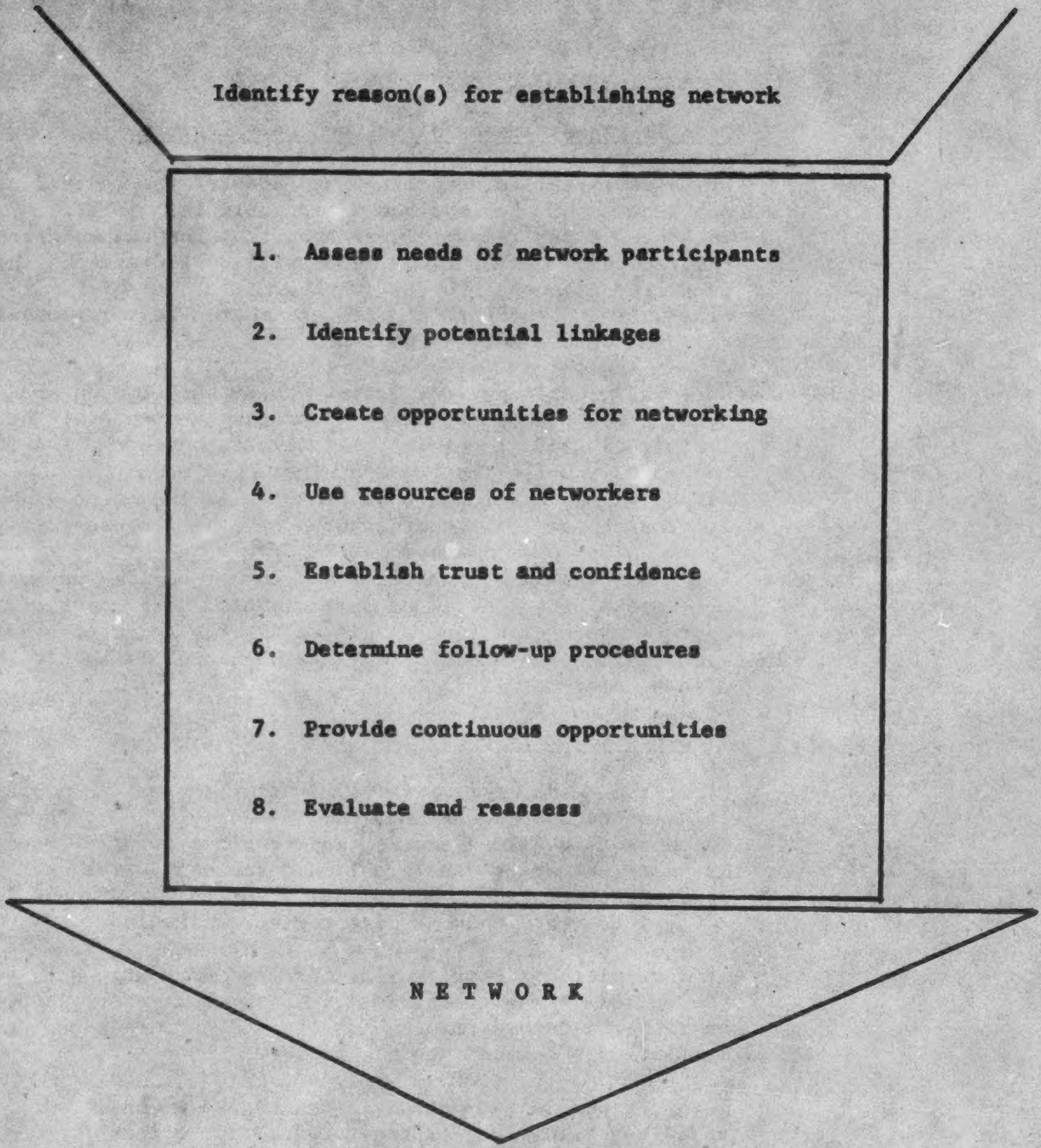
These two prerequisites are usually fulfilled because the key personnel may already be aware of the problems, concerns or goals that make networking necessary and are eager to begin. It is somewhat like trying to determine which came first - the chicken or the egg. Whichever came first (the reason or the personnel) it is important to note that if these two components are not in place, there is no justification for establishing a formal network as prescribed by the process plan.

Whatever the reasons for networking, it is imperative that key personnel be involved in the initial discussions regarding the establishment of a network. This network will undoubtedly depend greatly on their staff and resources and their support is vital. If these key people take ownership of the problem (reason for networking), support the concept and offer suggestions during the first stages of the network, many potential obstacles will be minimized and, therefore, more easily overcome.

After the reasons for networking have been identified and the key people have demonstrated their willingness to participate, the plan can be put into action.

The following eight steps include the suggestions and recommendations of the adult educators, librarians and agency personnel as they worked together toward their

NETWORKING: A PROCESS DESIGN



Identify reason(s) for establishing network

1. Assess needs of network participants
2. Identify potential linkages
3. Create opportunities for networking
4. Use resources of networkers
5. Establish trust and confidence
6. Determine follow-up procedures
7. Provide continuous opportunities
8. Evaluate and reassess

NETWORK

Improved services　Problems solved　Combined resources

Mutual support structures　Effective use of resources

Time and energy saved　Better programs　Non-duplication of services common goal of improving services for immigrants and refugees.

NETWORKING: A PROCESS DESIGN

Step 1: Assess needs of network participants.

It is essential to determine the needs of the individuals and agencies to be involved in the networking effort. The network participants must know that they can express their needs and that these needs will be addressed. This is a crucial step in order to ensure that the effort is worthwhile to the participants and that a sense of ownership in the project is developed.

Surveys, questionnaires, interviews or any other appropriate technique can be used to assess the needs of the individuals and groups interested in the network. Although only a few important contacts are required at first, it is important to determine what the needs are in order to direct the other steps of the process plan.

The needs that are identified should not be limited just to those of the individual participants. The needs of their own agencies and organizations, the needs of other agencies and the needs of the field as a whole should also be described.

Step 2: Identify potential linkages.

After the needs have been stated, the linkages to address these needs must be identified: Who should be contacted? Which individuals, agencies, institutions or other groups may have answers to the problems discussed in the needs assessment step? Who has a common interest and would like to be involved? Where are resources available?

If a service directory exists for the community, such as the United Community Services (UCS) Directory, it should be reviewed to determine which other agencies and organizations can be added to the network.

The more people and organizations that are contacted and asked to be involved in the network, the broader the base for establishing an effective communication and cooperation network that will be beneficial to everyone.

Efforts should be made to include as many individuals as possible who have access to the information, resources and services needed to address the group's problems and concerns. The participants should be representative of any organizations within the community that are interested in improving services to their students, patrons and clients.

Step 3: Create opportunities for networking.

Whenever there are many individuals or groups with common problems, concerns or goals, it is necessary to provide opportunities for them to meet to discuss possible solutions, strategies or alternatives.

Meetings, workshops or inservices may be held to bring people together to share their own personal resources, their organizational resources or their knowledge of potential resources. These meetings, workshops or inservices should be accessible to as many people as possible. The locations and times should be planned to encourage participation by all those who are interested.

The opportunities may be decreased as contacts are made and the participants have created their own personal networks. But it is necessary to continue as long as there is a real need to have people communicate with each other.

The opportunities for networking may occur during regularly scheduled activities, such as staff meetings, advisory council meetings, professional conferences or any events that bring groups of people together.

The greater the number and variety of participants at these events, the greater the possibility that unusual, unlikely connections or linkages will be made that, perhaps, may provide the ultimate solution to a problem.

Other opportunities for networking may be found by sharing reference and resource materials, writing to experts in the field or using newsletters to address these problems and concerns.

After these opportunities occur, it is a good practice to send all the participants a list of the people in attendance. This list should include titles, addresses and phone numbers to encourage individual networking contacts.

Step 4: Use resources of networkers.

Everyone has countless personal and professional resources. Many people have not taken time to identify their own resources and thus do not even know what they have that can be shared with and used by others.

Introductory activities that help networkers identify their own resources are a valuable part of the networking process. But identifying these resources is just the beginning. Networkers should be encouraged to share their personal and professional resources; others should be encouraged to use these resources as alternatives to their own more limited set of resources.

In addition, networkers should see themselves as potential resources. Through both formal and informal contacts, networkers can broker the information, resources and services to which they have direct and indirect access. In this way the networkers not only share their own personal and professional skills, but they also become resources that others can use to make connections with appropriate individuals, groups, programs and organizations.

Step 5: Establish trust and confidence.

It can not be emphasized enough that establishing trust and confidence is the most important facet of this process plan or any networking effort.

The primary focus of networking is on the exchange of information, resources and services. Many people will exchange certain information with anyone who requests it. The exchange of phone numbers, addresses and other "public" information offers little threat to those who have the information.

However, in order to share more than just basic, easily accessible information, the networkers must develop a trusting relationship with the person who is seeking or giving the information. It may be difficult for some people to share with others because of their basic personality traits. Some individuals have open personalities and others have closed personalities. This may create difficulty in establishing a viable network with certain individuals.

During all the steps of the process design, a concerted effort should be made to encourage trust and confidence. Of course, the initial procedure is to get the participants to know each other personally and professionally. This may be done informally over coffee or formally during a small group activity at a meeting. It is important that "new" networkers be put at ease, that their fears are alleviated and that they are approached slowly and comfortably if they demonstrate any hesitancy or uncertainty.

Networkers must be willing to reach out beyond their own circle of friends. Activities or events that provide opportunities for individuals to interact with strangers or others outside their professional realm can help to create these opportunities.

A sense of togetherness can be developed when people share similar problems, mutual concerns or common goals. Working together to solve a problem is one of the best ways to create a trusting relationship and to increase confidence among the networkers.

Step 6: Determine follow-up procedures.

From the very onset of the networking activities, plans should include not only what needs to be done to get networking started, but plans should also include what needs to be done to keep networking going.

Follow-up procedures should be planned that help networkers stay abreast of the progress and the success of the networking effort. Some of the activities that can be used to keep all the participants up to date are: writing letters, sending memos, making phone calls and making direct contact. It is important to specify who will be involved in the follow-up procedures and how frequently they will be implemented.

These procedures can be very structured or very informal, they can be carried out individually or through an organized vehicle, such as an association newsletter. Simple personal contacts can be made or a sophisticated resource referral system can be established. Short lists of participants' names can be made available or complete resource directories can be disseminated.

Each agency and institution can determine which technique best serves its purposes and meets its needs for continuing the networking process.

Step 7: Provide continuous opportunities.

Providing additional opportunities for networking doesn't have to be costly. If enthusiasm has been generated and the goals of networking have been incorporated into the goals of the organization, many opportunities may exist within the structure of the organization.

Staff meetings, task forces, advisory councils and individual contacts may be used as ongoing opportunities to further the cause of networking. Time can be used during the meetings or contacts to give status reports, make recommendations and suggestions or describe problems that need to be solved.

If money is no object, conferences, inservices or workshops may be scheduled to invite guests who have been identified as potential network participants. Individuals who have contributed to the network by sharing resources and information or experts who have offered their talents and experiences to increase or improve present networks may also be invited to these additional networking opportunities.

In some instances, individuals have been given networking responsibilities and resource centers have been set up to accomplish the purposes of networking. The agencies, institutions and organizations that are able to provide these services have seen the significance of networking and have acted on their commitment to networking as the strategy of the future.

Step 8: Evaluate and reassess.

Although evaluation is listed as the last step, one should not infer that it only occurs at the end of the process. Evaluation needs to be ongoing and each step of the design should be viewed objectively by the participants in the network.

At any point during the development of the network the individuals and groups involved in the process can reassess their strategies and activities. It may be determined that additional strategies or activities are needed or certain steps should occur out of sequence or in combination with other steps.

There are many questions that can be asked to discover whether the steps and activities are being followed and accomplished. The following list is just to help the participants review the networking process and their role in it.

Process Plan

a. Have the needs of the network participants been assessed?

b. Have potential/new linkages been identified to increase the base for networking?

c. Have opportunities for networking with others been implemented?

d. Have the resources of the networkers been identified and used?

e. Have trust and confidence been established?

f. Have follow-up procedures for networking been identified?

g. Have continuous opportunities for networking been available?

h. Has the process been evaluated and reassessed periodically?

Personal Involvement

a. Are you satisfied with your involvement in the network?

b. Is the network meeting your individual needs?

c. Is the network meeting the needs of your agency, institution or organization?

d. Are others encouraged to join the network?

e. Do new networkers feel comfortable in the network?

f. Are information, resources and services being exchanged?

g. Are all parties benefiting equally from this exchange?

h. Have services improved as a result of the network?

What is the Personal Involvement Plan?

The Personal Involvement Plan (P.I.P.) is a structured workshop activity to familiarize individuals, small groups or large groups with the steps in the process design. The P.I.P. provides a means for present or potential networkers to "walk" through the eight steps and to better understand the various phases of setting up a network.

Understanding the eight steps of the process design is essential to those individuals or groups who are involved in establishing networks; either within their own programs or with other agencies, institutions and organizations.

The P.I.P. is basically an activity sheet that is divided into four sections. These sections address the actions, barriers and strategies which accompany the eight steps of the process plan. Three of the sections request the participants to:

a. List the actions you need to take to implement this process plan.

b. List the barriers you may encounter when you try to implement this plan.

c. List some strategies that may help you overcome these barriers.

How is the P.I.P. to be used?

One effective method of using the Personal Involvement Plan is to introduce it to prospective networkers in a meeting or workshop setting. However, before using the P.I.P., the convener of the meeting or the leader of the workshop should allow time for the participants to get acquainted with each other in order to develop a sense of camaraderie. It is important that the members of the group feel comfortable and demonstrate a willingness to work together.

Many parts of this manual contain practical material that can be used to provide helpful information on networking. This material can be used to discuss the following two points with the group before distributing and using the P.I.P. The workshop leader should:

a. Provide background information on networks and networking.

   -What is networking?
   -What kinds of networks exist?
   -Who can be a networker?
   -Why do we need to network?

b. Provide opportunities for the participants to work together in informal small groups and to use brainstorming activities.

   -What are the benefits of networking?
   -What are the barriers to networking?

After the participants have been exposed to networking through large and small group discussions and activities, copies of the Personal Involvement Plan can be distributed. At this point, it is necessary to schedule 1 1/2 to 2 hours to complete the activity sheet and to provide opportunities for the participants to begin an initial cooperative experience.

The activity can be introduced to a group of any size. The group size will depend on the number of individuals who are interested in establishing a network or becoming part of an ongoing network. Many agencies may want to use the plan with their own staff members to create internal networks to improve communication and cooperation within their organization.

The following outline permits even a novice networker to understand the purpose of the activity and to gain valuable insight into the networking process.

NETWORKING: PERSONAL INVOLVEMENT PLAN

Identify reason(s) for establishing network:____

The Process Design	List the actions you need to take to implement this process plan.	List the barriers you may encounter when you try to implement this plan.	List some strategies that may help you overcome these barriers.
1. Assess needs of network participants.			
2. Identify potential linkages.			
3. Create opportunities for networking.			

Plan	Actions	Barriers	Strategies
4. Use resources of networkers.			
5. Establish trust and confidence.			
6. Determine follow-up procedures.			
7. Provide continuous opportunities.			
8. Evaluate and reassess.			

Networking: Personal Involvement Plan

The workshop leader will guide the participants through the four components of the P.I.P. that need to be completed. It is the responsibility of the leader to help the networkers accomplish these tasks:

a. The reasons for establishing a network are identified by the entire group. (20 - 25 minutes)

- -All comments and reasons for networking are solicited and recorded on large newsprint.
- -Any repetition of the same ideas or concepts is noted.
- -Most frequently mentioned ideas are designated and underlined.
- -Reasons that appear most frequently are voted on by the participants.
- -The reason that is arrived at by group consensus is identified on the top of the P.I.P.

b. The actions needed to be taken to implement this process design are listed by the individual participants. (20 - 25 minutes)

- -The eight steps of the process design are reviewed for a few minutes.
- -Any actions needed to accomplish each of these steps are stated and recorded individually on the P.I.P. activity sheet.
- -Interaction among the participants should be limited at this time.

c. The barriers that may be encountered when attempts are made to implement this plan are listed during a small group activity. (40 - 45 minutes)

- -All participants form small groups of 3 - 4 persons.
- -The actions recorded individually by the participants are shared with the other members of the small group.
- -As each member shares his recorded actions, the other group members describe potential barriers for each of the actions that accompany the eight steps.
- -Ten minutes (maximum) are allowed to each group member for the discussion of actions and the listing of barriers.

d. The strategies that may help to overcome these barriers are listed during [illegible] small group activity. (20 - 25 minutes)

- -One barrier for each of the eight steps is identified individually and circled on the P.I.P.
- -This barrier is shared with the other group participants.
- -Solutions are offered to each person as the barrier is read; brainstorming techniques will be used to facilitate the generation of many ideas.
- -This activity continues in a round-robin fashion until strategies are suggested for each of the barriers circled.

When the four components of the P.I.P. are completed, each person will have a ready made plan of action to use to begin networking. The P.I.P. is designed to provide a plan for personal involvement that can begin as soon as the reason for networking is identified, the actions are stated, the barriers are described and the solutions are suggested. Now it is up to each participant to take this information and to continue the process. Over 150 participants have already used and/or reacted to this Personal Involvement Plan. The process design, as outlined earlier, can only be effective if it is understood and used. The P.I.P. provides an activity or exercise format that allows individuals and groups to work out the specifics of creating networks.

It is the hope of this project that the steps developed during the operation of "A Model for Networking" will prove to be as helpful to others as they were to the many educators, librarians and agency personnel who participated in the grant.

"Networking is a process whose time has come."

Kenneth Walsh, Adult Extended
Learning Services, MDE
June, 1981

SECTION THREE

The Advisory Council

What is the role of the advisory council?

Who should be on the advisory council?

What factors encourage participation on the advisory council?

What are the responsibilities of the advisory council chairperson?

What makes a meeting "happen"?

What are the major components of advisory council meetings?

What was the intent of the advisory council meetings?

What were the highlights of the first advisory council meeting?

What were the highlights of the second advisory council meeting?

What were the highlights of the third advisory council meeting?

What were the highlights of the fourth advisory council meeting?

What were the highlights of the fifth advisory council meeting?

How can existing advisory councils be used to promote networking?

What is the role of the advisory council?

The word "advise" has many synonyms that help to describe the role of the advisory council for the Section 310 Project "A Model for Networking." Among these synonyms are: recommend, suggest, encourage, caution, inform, apprise, report and communicate. In the proposal objectives the advisory council is directed to guide the project staff, participate in project activities and make recommendations within the framework of the proposal.

The advisory council played a significant role in this grant because essentially the council acted as "project staff" to the director. Many of the council members participated not only in the council meetings and inservices, but also became implementers and facilitators for many of the activities of the project.

The members of the advisory council identified several key elements that can describe the role of the members on the council. Other councils or committees can use this as a check off list to determine how the members perceive their own roles.

I think my role on the advisory council is:

- to be supportive
- to offer advice
- to cooperate with others
- to offer my expertise to the project goals
- to provide information and contacts
- to set guidelines for inservices
- to provide input relative to needs of my program
- to serve as sounding board for council proposals
- to provide workable ideas
- to hold chairperson's hand
- to share information
- to have an impact on others
- to make decisions
- to solve problems
- other

During the course of the year many activities occurred that were enhanced by the expertise of the council members. Several of the functions performed by the members of the advisory council include:

a. Contacting speakers and presenters for the inservices.
b. Reviewing materials used by the target population.
c. Arranging for translation of the community services booklets.
d. Preparing forms to be used by inservice participants.
e. Sharing the information and resources provided with other staff members in their programs or agencies.
f. Supporting the project by describing the activities to others who may need to know about the project.

g. Collecting materials to be given to libraries and agencies.

In the absence of a large project staff, the members of the council were invaluable in completing the tasks of the project. While the advisory council for this project may have a different role than other councils, it should be noted that all active councils should provide opportunities during and after meetings to incorporate the experiences and resources of the members.

Who should be on the advisory council?

Many questions arise when an advisory council is formed. These questions help to crystallize the intent of the council as well as to specify the right members. The following list of questions can be used to determine the make-up of any council, committee or other working group of professionals:

a. How many people should be involved?
b. Who has the experiences, knowledge and competencies that will be needed to address the goals of the council?
c. Who has the interest and is willing to serve on the council?
d. Who has access to the resources and contacts needed?
e. Who would benefit from being on the council?
f. Who has the time and patience needed to accomplish the goals of the council?
g. Which community groups should be represented on the council?
h. Who has good interaction skills?
i. Who has the power to get things done: the "movers" and "shakers"?

It is easy to say: Get the best people to serve on the advisory council. Unfortunately, these very people may be overextended already and may not be able to participate. It is, therefore, important to get their support and to request that they appoint someone with these qualifications.

If the "top" person cannot be involved, there may be many staff members who could attend the meetings and report on the actions and developments of the council. Many staff people view this opportunity as one in which they can add new dimensions to their professional roles, become familiar with the directors of their own programs and, ultimately, become resource persons for their own programs or agencies.

Before the final selection is made, one last question should be asked: Does this person display humanistic qualities? Although much more difficult to measure than experience, knowledge and competence, it is equally important to discover. The ideal advisory council member is one who not only meets the above qualifications but is also one who:

a. Cares about other people.
b. Cooperates well with others.
c. Is compatible and in harmony with his own needs.
d. Understands the group process.
e. Is sensitive to the needs of the individuals within the group.

Each advisory council reflects the attitudes and personalities of the individuals who make up that council. If the intent of the council is to improve communication and cooperation among educators, librarians and agency personnel, then the members chosen to be on the council must have a high degree of humanistic qualities. It, therefore, should be remembered that the persons chosen to participate on any advisory council should represent the goals and objectives of that particular council.

The advisory council for the project included 36 members with varying backgrounds and experiences. Many were able to come only a few times but the input of each and every member was vital to the success of the project. These members were selected because of their interest in the concept of networking and their expertise in programs and services for immigrants and refugees. The members represented the following agencies, institutions or programs:

a. City Library
b. Public School Library
c. Public School Adult Education
d. Community College ESL Program
e. Intermediate School District
f. State Department of Education
g. Private College
h. Public Health Agency
i. Social Service Agency
j. Vocational Agency
k. Business and Industry
l. Union
m. CETA Program
n. Religious Center
o. Other

A sample format for establishing an advisory council is included in this manual. The previous agencies, institutions and programs are listed as well as others that might be required on councils with a broader scope. Anyone who must contact a large number of potential members

ESTABLISHING AN ADVISORY COUNCIL

PURPOSE:

Agency/Institution/Organization	Local Contact	Phone
Business and Industry		
CETA Program		
Chamber of Commerce		
Community College		
Ethnic and Religious Groups		
Intermediate School District		
Libraries		
Men's and Women's Organizations		
Private College		
Professional Organizations		
Public Health Agency		
Public School Adult Education		
Social Service Agency		
State Department of Education		
State Employment Service		
Unions		
Vocational Agency		
Welfare Department		

will find this form helpful. It can be used to ensure that the right individuals and groups are represented on the newly formed council.

What factors encourage participation on the advisory council?

The key factor for encouraging participation is, of course, satisfaction. All other factors dim when compared to the personal satisfaction of working together to solve problems, to reach goals, to create new contacts and to develop a new awareness of one's skills or resources.

Satisfying fifteen to thirty people may be an impossible task to accomplish all the time. It is important that the members create their own "warm fuzzies." There are certain identifiable factors that generate interest and lead to personal satisfaction. If the advisory council members see these factors as being an integral part of their role and responsibility, there will be little need to worry about participation. The factors that increase motivation and lead to satisfaction are:

a. Environment conducive to trust and sharing
b. Realistic and achievable goals
c. Goals worthy of time and effort
d. Productive and efficient meetings
e. Helpful activities and outcomes

The advisory council meetings will be more effective and motivation will be kept at a high level if the following conditions are met:

a. There are opportunities during the meetings to establish trust and confidence among the members.
b. There are various activities which create and maintain a group identity.
c. The goals of the council are reflected in all of the activities and tasks that are planned.
d. The members have opportunities to address their own personal needs through interaction with other council members.
e. There is ongoing communication among the council members and with the chairperson through feedback sessions, letters or calls.
f. Members receive information and resources from the meeting that can be used to improve their individual job situations.

Obviously, the members come to the council meetings with their own needs and interests. The chairperson must take time to get acquainted with the members in order to develop a real understanding of their needs. Although the council may be viewed as a group working toward a common goal - that group is still made up of individuals who want to express their needs and to share their interests, expertise and resources. It is vital that each person recognizes his presence as being an important factor in the successful operation of the advisory council.

What are the responsibilities of the advisory council chairperson?

The responsibilities of any advisory council chairperson are many. If the council is truly an active council perhaps some of the activities can be taken on by other members. However, during the operation of the project the council chairperson was responsible for the:

a. Pre-planning activities
b. Advisory Council meeting
c. Follow-up procedures

The pre-planning activities should be coordinated by the council chairperson. In this case, this role was undertaken by the director of the networking project. The chairperson of any advisory council or committee needs to compile a list of the activities that should be completed prior to the actual meeting. It is beneficial to create a check-off list and time schedule to simplify the mechanics of coordinating and arranging these meetings.

After the advisory council members have been initially invited to participate and have agreed to be members of the council, the chairperson should attend to these tasks to prepare for each meeting:

a. Schedule time and location of the meeting.

It is important to determine the most convenient time for the meetings. If someone always has a meeting on a specific day, then that day should be avoided. A regularly scheduled time, e.g., the second Wednesday of the month, may prove to be better than a haphazard arrangement. Of course, if the council wishes to alternate days and times to include a maximum number of participants, their wishes should be considered. To meet the criteria of networking, the location was different for each meeting of our advisory council to allow all council members to see each other's facilities and programs.

b. Plan the agenda of the meeting.

The agenda is one of the most vital aspects of the advisory council meeting. Each member should feel that it is important enough to fit another meeting into an already busy schedule. The agenda should be varied to include the needs of the group and to bring in new information or resource persons to add to the knowledge of the members. This will necessitate finding out what is known and what needs to be learned. The resource persons or experts may include the members themselves, clients in the programs or others who can add interest and sparkle to the agenda.

c. Write a cover letter describing the objectives of the meeting.

If each person can come to a meeting knowing what to expect and what can be gained by coming, the chairperson's job is made much easier. The members can even prepare questions and concerns ahead of time to be addressed during the meeting. A mutual sharing of information during the meeting can enhance each member's role and expectations for success. It is imperative then to allow time during each meeting to review what has been done and what goals and objectives still need to be covered. The letter reflects what the chairperson has perceived to be the purpose of the current meeting.

d. Send the letter and proposed agenda to all members.

It is advisable to send the letter and agenda approximately two weeks in advance of the meeting. The date has previously been set aside for the meeting, either by phone conversation or by memo stating all meeting dates. However, the two week notice serves several purposes: a reminder of the meeting, a chance to review the objectives of the meeting, an opportunity to formulate any questions about the activities of the council or any other points that need to be made. The letter should request a response if the members are unable to attend. A map or directions should also be included in the letter to help those who are unfamiliar with the location of the meeting.

e. Prepare any needed materials.

This can be quite a large task. Special materials should be prepared if the members need to get acquainted with each other, need to know more about their role on the council, need to review materials or need to evaluate the activities of the council. Sometimes it is adequate to provide copies of already available materials, such as articles from periodicals or books. Other times, it may be necessary to research and develop new and specific materials to address particular goals or needs of the council. Each meeting will be unique by the materials prepared and the activities planned.

f. Arrange all the details for a well-run meeting.

Included in this statement is everything from putting up signs at the doors to indicate the meeting room to preparing coffee for the members to have upon arrival. The chairperson may need to pick up donuts on the way to the meeting, plan the arrangement of tables and chairs, request the location of restrooms nearest the meeting room, test audio-visual equipment and many other tasks prior to the meeting. All the details, by themselves, may seem insignificant, but the climate of the meeting is set by the chairperson's ability to have things run smoothly and these small details can make or break a meeting. Everything should be well planned and executed before the first person enters the meeting room.

g. Collect and bring all the supplies, materials and equipment needed.

Usually many meetings are scheduled when an advisory council is formed. In order to expedite the mechanics of the meetings and leave a maximum amount of time to the important aspects of planning and implementing the meeting, it is helpful to prepare a container of all the supplies, materials and equipment that may be needed at each advisory council meeting.

A check-off list helps to keep the supply box or container up to date and ready for the next meeting. The check-off list of supplies, materials and equipment may include the following:

__name tags
__folders
  __agenda
  __introductory activity
  __articles
  __update of events
  __other
__sign in sheet
__large newsprint
__easel
__paper for notetaking
__pencils, pens
__felt tip pens
__masking tape
__tape recorder, tapes
__overhead projector
__other
__food/supplies
  __coffee
  __creamer
  __sugar

__tea
__donuts
__cups
__spoons
__napkins
__other

The reason that some meetings are so effective and come off without any problems is that someone has taken care to plan all the details well in advance of the meeting. The principle that applies here is the same one that applies when a party is given: no one enjoys the party (meeting) if the host (chairperson) doesn't enjoy it. If all the details are taken care of and adequate pre-planning has occurred, the chairperson can spend energy on more important matters: the advisory council members and the advisory council meeting.

The advisory council meeting is the primary responsibility of the chairperson. Even if the pre-planning activities have been flawless, it is the meeting itself that really counts. During the meeting the chairperson must be dynamic, insightful, flexible and personable. As a leader the chairperson must be able to create enthusiasm on the part of the members of the council to work toward the goals and objectives and to participate in the activities of the council. Other questions in this section address the components and highlights of the advisory council meetings of this project.

Implementing the follow-up procedures is the last of the responsibilities of the chairperson of an advisory council. The follow-up procedures are as important to the operation of a successful council as are the pre-planning activities. In fact, some follow-up activities are significantly more important because they not only keep the members abreast of the highlights of the meetings, but they also provide opportunities for the chairperson to expand and enlarge the potential of the council. Follow-up procedures include:

a. Writing a follow-up letter to all advisory council members
b. Implementing any suggestions or recommendations made by the council through:
    -personal contact
    -additional letters, calls
    -meetings or conferences with resource persons

A follow-up letter is an effective way to share the products of the council meeting with all the members. The minutes, notes, summaries, comments and suggestions should be sent to the members to review what was done and to anticipate what still needs to be done.

It is crucial to involve all members, even those that were not present in all phases of the council activities. It is important to thank the members for their contributions and to encourage those who were absent to attend the next meeting.

The follow-up letter may include any or all of these items:

a. Summaries and highlights of activities
b. Review of materials used or recommended
c. Minutes, notes or comments from meeting
d. Current status report of council activities
e. Evaluation summary to guide planning of next meeting
f. Date and location of next meeting - to be followed by letter and agenda
g. Request for any additional suggestions and concerns

While all these items are important and need to be related to the council members, there are more important follow-up procedures to be completed. A review of what has been done and said is only a small part of the follow-up that is necessary.

It is imperative that the chairperson of the council act on or implement any suggestions or recommendations made by the council. The council members need to know that some action has taken place as a result of their meeting. The council members will only be as supportive and helpful as they are allowed to be. They must see the value of their participation and the results of their efforts.

The chairperson must take the information and materials shared or developed by the members of the council and use them to meet the long range goals or to solve the problems identified by the council. This may include additional meetings with council members or resource persons.

The chairperson must also follow-up these actions with calls and letters to additional individuals or agencies who should be involved either in the council or the activities of the council.

Although not emphasized in the previous three categories, it is the responsibility of the chairperson to listen to what the council members are saying, or perhaps, not saying. It is the responsibility of the chairperson to be sensitive to the individuals within the group and their reasons for becoming a part of the council.

As a leader the chairperson is required to guide and direct many of the activities of the council. However, by listening carefully, by being open, and by being lead by the needs of the council members, the chairperson may be able to try new directions and take new avenues in order to accomplish the goals of the individual members as well as the goals of the entire advisory council.

What makes a meeting "happen"?

During one of the advisory council meetings, the members were asked to think of all the meetings they have attended. Then they were asked to think of all the good meetings they have attended. In essence, they were asked to identify the key factors of any successful meeting or to determine what makes a meeting "happen."

The following statements contributed by the members helped to guide the council meetings for this project and can certainly add to the development of effective and productive meetings, whether advisory or not:

a. The meeting should be well planned with a well organized agenda.
b. The meeting should have some built-in flexibility.
c. The meeting should have a stated purpose.
d. The meeting should have a strong creative leader.
e. The meeting should have the "right" people, a representative group from the community.
f. The meeting should provide for the identification of the needs, concerns and resources of the members.
g. The meeting should encourage sharing among the members to keep interest and enthusiasm high.
h. The meeting should allow for the expression of original ideas through brainstorming activities.
i. The meeting should contain structured interaction.
j. The meeting should demonstrate continued progress toward the goals of the council.

What are the major components of advisory council meetings?

The five advisory council meetings of the project all followed basically the same format and consisted of generally the same components. This format can be used effectively with any group that meets frequently to work toward common goals or to solve mutual problems. The major components of the meetings of the networking advisory council were:

a. Introductory Activity
b. Update of Project
c. Interaction Activity
d. Evaluation of Meeting

The introductory activity was designed to be completed by all of the members of the advisory council while having coffee and donuts. This activity was planned to use each minute of the meeting maximally. The members had an opportunity to get acquainted with each other, to discover something unique about each other and to begin thinking about the intent of the day's meeting.

This activity can be used with any group or committee to allow each member to focus on the goals of the meeting in a relaxed, informal manner. The members of the advisory council responded that this time was extremely important in creating linkages and sharing concerns with other members of the council.

The directions for the activity always included the following items:

a. Welcome to (location of meeting) .
b. Pick up a name tag and folder.
c. Help yourself to coffee and donuts.
d. Find three people who are unfamiliar to you and sit with them.
e. Share the following information with them:
    -your name
    -your employer and job responsibilities
    -your interest or experience in adult education
f. (This changed for each meeting to deal specifically with the purpose of the particular advisory council meeting.)

The second component of the council meetings was an update of the project. This was necessary to bring the activities, the inservices and the evaluation results up to date for those council members who had not participated in some of the aspects of the project.

During each of the advisory council meetings the objectives were reviewed and the events were summarized. The nuts and bolts of the project were also handled at this time. The outcomes of networking as well as the responsibilities of some of the council members were also emphasized. Many of the activities of the project director - to implement networking or to inform others through local meetings, regional workshops and national conferences - were described and shared with the members. An effort was made to help everyone become familiar with the project and its many features.

The next component of the advisory council meetings was the interaction activity among the members. Each meeting consisted of at least one segment in which the needs and concerns of the members were identified and discussed. Frequently the members of the council were asked for support and were requested to work together to solve a specific problem related to the project. One of the members made a statement that summarizes this component of the meetings: "It seems to be a doing council, not a talking one!"

The small group activities planned for each meeting provided many new ideas to help the project meet its objectives, many decisions to help guide the director and many questions to be addressed at future council meetings.

The interaction activity also included the review of materials to obtain new information necessary to get all members on an equal footing regarding the concept of networking.

The last component and an extremely important one was the evaluation of the meetings by the members. Sometimes various parts of the project were also included in the evaluation. Every advisory council should be given a chance to evaluate what went on during the meeting, to recommend changes and to suggest additional resources and materials.

The evaluations can be brief using a single question-response form or lengthy using many questions to elicit comments about the meetings or the project. It is also advisable to provide time during the meetings for an oral evaluation to describe the next steps of the council and the project. This information can be an invaluable asset to the chairperson who must implement the suggestions and recommendations of the council.

All these components are important to an effective and efficient advisory council. In order to encourage participation and to generate new ideas, the members should be involved in activities in which they can solve problems, make decisions and express their needs and concerns.

Asking for the support of the council is fine, but providing opportunities for the members to interact with each other and to demonstrate their support is so much more productive. The four components developed for the operation of the networking advisory council are applicable to all councils or committees whatever their purposes.

What was the intent of the advisory council meetings?

The advisory council met five times during the year long project. The members came to the first meeting not knowing each other and not knowing much about networking. However, every member wanted to improve services to the target population, immigrants and refugees, and was interested in learning techniques and strategies for creating a network among educators, librarians and agency personnel.

The intent of the advisory council meetings was to further the purpose of networking. Each meeting planned during the project was developmental in nature. It was a learning-training experience and the expertise of the members was used to address the goal and the objectives of the project. Activities were planned to help the members become successful networkers and to use the information they gained.

The activities of the council usually referred to networking, yet anyone who leads a council or committee can use many of these activities to improve communication and cooperation among their members. Some of the directions given for the activities used during the five meetings were for the chairperson; other directions were for the individual members. Activities were sometimes lead by the chairperson; other times they were completed within a small group setting. The intent was to create a working/sharing environment that was conducive to networking.

The five meetings had many common components, yet were different in order to accomplish the specific objectives of each meeting. The members came to know each other and to interact not only during the meetings but also during the weeks in-between. Many contacts were made among the members that would not have been made without the aid of the council.

Suggestions and recommendations that emerged from each meeting were implemented immediately. If comments were given for the improvement of some aspect of the meeting, the next meeting reflected these comments. Few other groups have been able to achieve their purposes and to create a model for effective meeting techniques at the same time.

Whether one is interested in networking or any other goal, the information and materials that are the by-products of this council can serve to help other groups and committees to function more effectively.

The following pages contain summaries of some of the highlights of the five advisory council meetings for the project. The objectives and results of each of these activities help to explain how the activity was used to meet the needs of the council members and the intent of the project. This information can be transferred to other programs and agencies who work through advisory councils to meet their needs.

What were the highlights of the first advisory council meeting?

These summaries and directions describe some of the activities that were used at the first advisory council meeting on July 15, 1980 at the Berkley Public Library from 9:00 a.m. to 12:00 noon. Please refer to the question that discusses the major components of the advisory council meetings.

Introductory Activity

Objective: Provide an opportunity for members to get acquainted and to develop a common vocabulary.

a. Get a large piece of newsprint and a felt tip marker.
b. Choose a recorder.
c. Discuss and record these points:
  - -Your definitions and interpretations of the terms "networking" and "linkages."
  - -How you use, or would like to use, networking and linkages on your job.

Result: The members begin to communicate with each other as they work in small groups to develop a common set of definitions and discuss a new concept. Working together helps them create a close relationship necessary for the successful operation of the council.

Review of Material

Objective: Use reference materials to help members summarize important information related to the purpose of the council and the project.

a. Find 3 other members of the council to form a small group.
b. Select and read one of the four articles provided.
c. Summarize for the other members three main points from the article read.
d. Share with the large group any key points that were learned and discussed with the small group.

Result: Three or four important articles are shared and reviewed to provide important background information for the council members. This gives them all a common reference point to begin identifying and working toward common goals.

Futuring Exercise - Looking Ahead

Objective: Assess the needs and concerns of the group as a first step toward setting priorities for the council.

a. Ask the whole group these questions to stimulate thinking:
   - What do you see (a year from today) that helps you do your job better?
   - What services have improved as a result of the advisory council?
   - What are people doing differently as a result of this project?
   - What dreams have been fulfilled since the council has been working together?

b. Record all comments, thoughts and ideas on large newsprint.

Result: Each person has an opportunity to express individual needs and concerns. This can give direction to the council for establishing priorities and can give each member a feeling of ownership of the goals.

Evaluation

Objective: Evaluate the purposes, the activities and the materials of the advisory council meeting.

a. Provide an open-ended question to which the council members can respond.
   - How do you feel about today's meeting?

b. Collect and summarize the information for all council members to review.

Result: For the first meeting, an open-ended question allows each council member to express any concerns or thoughts. It is appropriate at this time to be open to any direction or insights received from the advisory council.

What were the highlights of the second advisory council meeting?

These summaries and directions describe some of the activities that were used at the second advisory council meeting on August 27, 1980 at the Oak Park Community Building from 9:30 a.m. to 12:00 noon. The starting time was delayed at the request of the council. Other meetings were lengthened because of the numerous activities that needed to be accomplished.

Introductory Activity

Objective: Provide a common problem to create a sensitivity to the target population while developing a friendly working relationship.

a. Get a large piece of newsprint and a felt tip marker. (Each sheet has three headings: Questions -

Strategies - Resources.)

b. Choose a recorder.

c. Discuss and record your perceptions of this situation:

You have just arrived in this country. You speak very little English. You have a spouse and three children.

- -Identify possible questions and concerns you may have.
- -Describe the strategies you may use to address these questions and concerns.
- -Name possible resources (people and places) you may need to identify and use in order to make it through your first year in the U.S.

Result: The members use each others' expertise to work on a common problem. This problem approach develops a sense of togetherness that builds a camaraderie and allows the members to become friends and resources as well as council members.

Task Force Activity

Objective: Use task force committees to identify and work on the long range objectives of the project.

a. Select one of the three major activities of the project: Inservice, Interagency Cooperation and Evaluation.

b. Review the outline of possible questions to be addressed by each task force.

c. Brainstorm suggestions and possible answers to the questions provided:

Task Force #1: Inservice

- -What should be the major themes and topics of the inservices?
- -Who are some possible speakers or group leaders?
- -What resources can be used to house the inservices?
- -What new opportunities can be offered to teachers, librarians and agency personnel?
- -What is the best method of publicizing these meetings?

Task Force #2: Interagency Cooperation

- -Which agencies currently work with the target population?
- -What kinds of networking is already taking place?
- -Who are the "key" persons to contact to facilitate cooperation?

-What are educational and social agencies doing to meet the needs of immigrants and refugees?
-What are some problems that interfere with inter-agency cooperation?

Task Force #3: Evaluation

-What should be the impact of this project?
-Which components of the project should be evaluated?
-What methods can be used to evaluate the objectives of the project?
-What questions should be addressed by the independent evaluator?
-How much does the advisory council want to participate in the evaluation?

Result: Each member has an opportunity to match his area of expertise to one of the major activities and objectives of the project. The task force arrangement allows a maximum amount of productivity using a minimum amount of time and energy.

Survey Questionnaire

Objective: Develop potential survey questions to create an instrument to be sent to all educational and social agencies in the community.

a. Ask the total group to think of resources and information needed to improve services to immigrants and refugees.
b. Record on large newsprint all suggestions and questions presented by the members.
c. Encourage brainstorming of ideas to ensure that everyone has shared in the formation of questions.

Result: The concerns and interests of the members are reflected in the survey questions. The evaluator will take this information and develop an instrument that will represent the backgrounds and viewpoints of all council members.

Evaluation

Objective: Evaluate the purposes, the activities and the materials of the advisory council meeting.

a. Provide an evaluation form that requires the following responses:

-The objectives of this meeting were
__very clear
__somewhat clear

__not too clear
__very unclear
-I perceive the objectives to be:______________
-I feel that the advisory council should:__________
-I have resources that can/should be used on this project:______________________________

b. Collect and summarize the information for all council members to review.

Result: The advisory council chairperson can review these comments to determine whether the objectives are clear and being met. The evaluation form also encourages members to share resources and to express further actions for the council.

What were the highlights of the third advisory council meeting?

These summaries and directions describe some of the activities that were used at the third advisory council meeting on October 8, 1980 at the Berkley Public Library from 9:00 a.m. to 12:00 noon. The first three meetings were held quite close together to lay the foundation and to set the stage for the activities that later followed.

Introductory Activity

Objective: Define the role of the advisory council and describe good meeting strategies during an informal, small group setting.

a. Get a large piece of newsprint and a felt tip marker.
b. Choose a recorder.
c. Discuss and record your answers to these questions:
  -What makes a good meeting "happen"?
  -What are the components of a successful meeting?
  -What suggestions can you give to others who want to set up advisory councils?
  -What is the primary role of an advisory council?

Result: The members explore the role of the council and describe the components of a successful meeting. This information is reviewed and used to ensure that future meetings reflect the information and comments made by the council.

Guest Speaker

Objective: Present a resource person who can develop a greater degree of sensitivity to the problems of the target population.

a. Introduce guest speaker who will share the problems, concerns and anxieties of leaving a homeland and coming to the U.S.

b. Listen to speaker describe personal situation.
c. Moderate a question and answer period between the speaker and the audience.

Result: The members gain a new respect for the frustrations of immigrants and refugees as they work through the many agencies and programs in the U.S. The speaker provides a personal, first hand view of the problems that are faced by those who must use educational and social agencies and have a language and cultural handicap.

Task Force Activity

Objective: Continue with task force activities to use the expertise of members to address the major components of the project.

a. Provide notes or minutes from the last task force activity.
b. Divide members into small groups to continue with the activity.
  - Inservice: Identify additional resources for each of the six inservices.
  - Interagency Cooperation: Identify specific resource persons to contact at the local educational and social agencies.
  - Evaluation: Identify particular questions to be addressed by the independent evaluator.

Result: The members provide direction and guidance to the project director regarding the major components of the project. The director will use the information to complete the objectives of the grant.

Evaluation

Objective: Evaluate the purposes, the activities and the materials of the advisory council meeting.

a. Provide an evaluation form that requests the following responses:

-I think my role on the advisory council is:______
-The advisory council meets my needs and expectations in these ways:____________________________
-The advisory council does not meet my needs and expectations in these ways:____________________
-The advisory council for this project is:
  __on target
  __somewhat on target
  __somewhat off target
  __off target

b. Collect and summarize the information for all council members to review.

Result: The information collected from this evaluation is used to plan the next council meeting. Particular needs and concerns expressed, if any, are addressed and acted upon to ensure that the members know that their views are important.

What were the highlights of the fourth advisory council meeting?

These summaries and directions describe some of the activities that were used at the fourth advisory council meeting on January 21, 1981 at the Southfield Community Education Center from 9:00 a.m. to 12:00 noon. This meeting was designed to prioritize the remaining activities and expected outcomes of the project.

Introductory Activity

Objective: Emphasize the positive changes that have occurred as a result of the council and the project.

a. Get a large piece of newsprint and a felt tip marker.
b. Choose a recorder.
c. Discuss and record your responses to this statement:

-The best things to take place in the project so far are:

Result: The members focus on what has been accomplished thus far in the project. A representative list of successful networking and cooperation will provide an incentive to those council members who have not as yet contributed significantly to the project.

Review of Project Objectives

Objective: Review the objectives of the project to determine the status of each.

a. Divide the advisory council members into small groups of 3 - 4 persons.
b. Provide copies of all the objectives of the project.
c. Complete a summary worksheet that has these three questions in columns across the top:
   -What has been done?
   -What needs to be done?
   -How can we accomplish this?

Result: A status report of each objective helps to determine what still needs to be done in order to prioritize the activities for the remaining months of the project. Council members will still see the need for their participation and cooperation.

Summaries of Project Materials

Objective: Review the activities and the materials of the project at the halfway point.

a. Provide copies of relevant materials that need to be discussed:
  - Sample copy of the Agency Survey
  - Summary of Participant Reactions to Inservice Sessions
  - Project Objectives
  - Overhead transparencies of other materials and reports

b. Review each of the above with the advisory council.

c. Answer any questions about the progress of these activities.

Result: The advisory council members are aware of all the events of the project to date. They still have an opportunity to participate in several of the activities of the project. The summary allows all members to share the outcomes of the completed activities and to anticipate the implementation of the remaining activities.

Evaluation

Objective: Evaluate the purposes, the activities and the materials of the project at the halfway point.

a. Provide an evaluation form that requests the following responses:

  - What are the apparent strengths of the project?
  - What needs to be emphasized in the remainder of the project?
  - How do you feel about your role in the project?
  - The project is:
    - __on target
    - __somewhat on target
    - __somewhat off target
    - __off target

b. Collect and summarize the information for all council members to review.

Result: The council members help to prioritize the the activities that still need to be addressed. The director uses this information to plan a time line for the last few months of the project.

What were the highlights of the fifth advisory council meeting?

These summaries and directions describe some of the activities that were used at the fifth advisory council meeting on April 14, 1981 at the Berkley Community Education Center from 9:00 a.m. to 12:00 noon. During this meeting the advisory council members were able to share their reactions and comments about the project with the independent evaluator and the project monitor from the Michigan Department of Education.

Introductory Activity

Objective: Identify successful networking experiences.

a. Provide a worksheet that contains the following two statements:

-List any evidence that the advisory council and project have been successful thus far.
-List any persons or agencies with whom you have networked as a result of this project.

b. Complete the worksheet individually.
c. Share the comments and remarks with the entire council.

Result: The successful experiences of the council members provide another opportunity for the members to feel good about their participation on the council. The sharing of the networking efforts of some individuals and agencies furnish others with new ideas and new avenues for networking that they may not have considered.

The Process Design

Objective: Review the eight steps of the process design.

a. Provide copies of the process design.
b. Divide members into small groups of 3 - 4 persons.
c. Ask members to discuss and respond to each of the eight steps of the process design.

Result: The council members walk through the eight step process. They suggest any wording that needs clarification or any changes in sequence. The process is reviewed and accepted by the council members.

Project Update

Objective: Provide an update of the activities, surveys and objectives of the project.

a. Provide copies of some of the materials and the outcomes of the project.

-Summary of Objectives
-AEA-M and MLA Survey
-Teacher/Paraprofessional Survey
-Student Survey

b. Summarize the materials for the council members.

c. Answer any questions regarding the materials.

Result: The council members review the development and implementation of these materials. The project director describes how each is used and who will receive the information. Council members are encouraged to share results with their agencies and programs.

Evaluation

Objective: Provide an opportunity for members to share their perceptions and comments with the independent evaluator.

a. Introduce the evaluator for the project, Dr. Robert P. Means.

b. Encourage members to give their general reactions to the following aspects of the project:

-Advisory council meetings
-Inservices
-Surveys: Teachers, Students, etc.
-Outcomes of the project
-Networking and cooperation among agencies
-Evaluation of the project
-Role of council members
-Future of the project

c. Describe any anticipated activities or outcomes of the project that did not yet occur.

Result: The members of the council describe the strengths and weaknesses of the project and the council. The independent evaluator collects the data and will summarize it for the project director for inclusion in the final report.

How can existing advisory councils be used to promote networking?

Many advisory councils or committees already exist in many programs. It is, therefore, unnecessary to establish a council to achieve networking as was done in this project. It may be necessary to work within the parameters and confines of existing councils. The goals and objectives of the ongoing advisory council or working committee must be reviewed to determine whether networking can be achieved directly or indirectly.

Indirect networking may occur in a situation in which the members have identified specific purposes and do not want to alter the planned council structure. Perhaps the networking process can be used to address these purposes and to make contacts that can be used beyond the council meeting.

A sensitive member, in accord with the chairperson, can create a climate in which the exchange of information, resources and services occurs without interfering with the established council pattern if change seems to be unwanted. However, it would seem that networking must be going on in some manner in order to accomplish the goals and objectives of the council. It is important to be able to take what is available and to build on it. Networkers will find this to be an exciting challenge.

Direct networking may occur if the council has very broad goals and objectives and the need for networking on a more formal basis is stated. In this case, the structure of the meetings can be altered to utilize many of the suggestions offered in this manual. Specifically, direct networking can occur if the members are willing to:

a. Identify and use the resources of the current members.
b. Invite new members who have access to additional information, resources and facilities.
c. Use the meeting to educate and train members in the networking process.
d. Become an active, working council rather than merely reporting on activities.
e. Create an informal atmosphere wherein members feel free to discuss ideas and to make contributions.
f. Be flexible in scheduling of time and location to involve the maximum number and to become familiar with each other's facilities.

The advisory council for "A Model for Networking" was established to improve communication and cooperation among the individuals and agencies working with a particular target population. The members of the council were actively involved in establishing networks and, as a result, many exciting products were developed.

Even if other advisory councils have different purposes, networking is an integral part of any meeting in which interaction takes place. The long range goals of these councils and the skills of their members would both be enhanced by the systematic use of the networking process design. As networking is better understood and implemented the benefits will undoubtedly increase.

SECTION FOUR

The Inservices

What is the relationship between networking and self-directed learning?

Who participated in the inservices?

What are the components of successful inservices?

What are the strategies for planning inservices?

Why were the inservices necessary?

What were the purposes of the inservices?

What is the relationship between networking and self-directed learning?

- One of the major goals of education in general and adult education in particular is to produce self-directed learners who are able to solve their own problems.

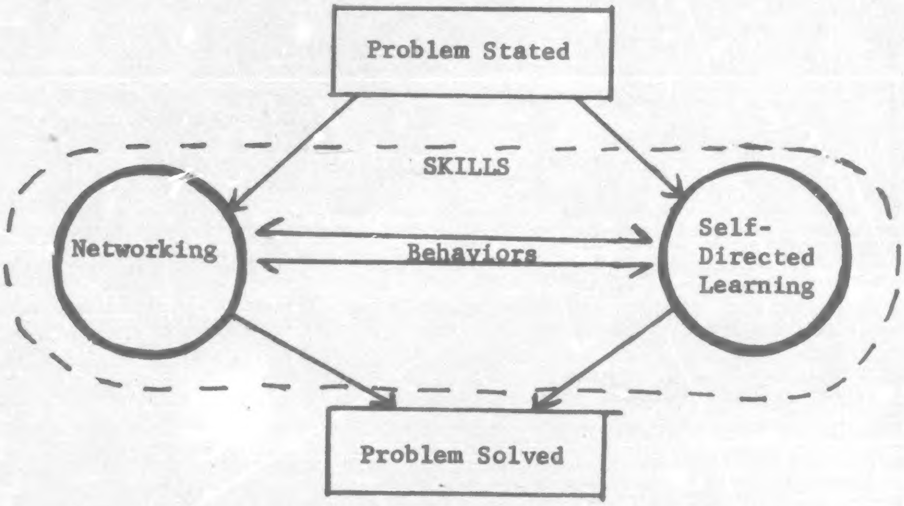
- Success as an adult depends on one's ability to solve the problems faced each day and requires the ability to learn in a self-directed way.

- Throughout their lives adults must solve problems and increase their resources for directing their own learning.

- Adults are basically problem solvers and are always looking for ways to improve their lives.

All these statements about self-directed learning apply equally to all adults: teachers-students, librarians-patrons and agency personnel-clients. Every person involved in the networking project was an adult learner actively seeking to solve a personal or professional problem.

Anyone can be a networker and everyone is a self-directed learner. Networking and self-directed learning are both problem oriented. The identification of a problem can provide the reason for creating a network or beginning a self-directed learning experience. The following chart graphically represents the relationship between networking and self-directed learning.



After the problem is stated, networkers and self-directed learners may use the same skills to reach a solution. The networker may behave as a self-directed learner by initiating his own learning in order to solve a particular problem. The self-directed learner may behave as a networker by exchanging information, resources and services in order to solve a particular problem.

As previously stated in Section One, self-directed learning is defined as directing one's own learning or taking responsibility for one's own learning. By participating in networks, educators, librarians and agency personnel can improve their own self-directed learning behaviors.

The participants of the inservices came to the workshops with a wide variety of experience and expertise in directing their own learning. From paraprofessionals to Ph.D's the participants all had many examples of learning that were initiated and directed on their own time, using their own resources. There was a need to help everyone identify the characteristics that are observable when self-directed learners are working toward solving a personal or professional problem. Through a small group activity, these characteristics of self-directed learners were identified:

a. Systematic
b. Self-motivated
c. Willing to make changes
d. Risk taking
e. View learning as another step in life
f. Strong desire to learn
g. Self-actualized person
h. Decision maker

Malcolm Knowles in his book, Self-directed Learning: A Guide for Learners and Teachers, 1975, points out several unique assumptions about learners and about self-directed learning. These assumptions have been incorporated into many of the activities of the project. Malcolm Knowles' chart reads in part:

Assumptions

About	Self-Directed Learning
Concept of the learner	Increasingly self-directed organism
Role of learner's experience	A rich resource for learning
Readiness to learn	Develops from life tasks and problems
Orientation to learning	Task or problem centered
Motivation	Internal incentives, curiosity

The characteristics of and assumptions about self-directed learners also apply to successful networkers. The skills needed to be a successful networker are the same as the skills needed to be a self-directed learner.

It was apparent early in the project that professionals must be familiar and feel comfortable with self-directed learning and the problem solving strategies that accompany that learning. If networking is to occur, experiences should be provided to increase the problem solving skills of the networkers. After the participants develop these skills and understand the concept of self-directed learning, they are then able to teach and/or model these skills with their students, patrons and clients.

Knowing how to locate and use resources to direct one's own learning is one of the major problems faced by adults with limited English speaking ability. This project sought to train adult professionals who in turn would train the adults in their programs, institutions and agencies.

The inservices provided by the project offered learning opportunities in which problem solving skills could be improved in order to be more effective networkers and self-directed learners. The activities of the inservices were designed to apply the principles of networking and self-directed learning in order to solve the problems presented by the participants. This dual approach to the inservices was one of the greatest strengths of the project.

Who participated in the inservices?

Over 200 individuals participated in one or more of the inservices provided by the project. The five local districts identified in the grant were well represented: Berkley, Ferndale, Oak Park, Royal Oak and Southfield. The adult education administrators, teachers and paraprofessionals, the public school and city librarians and the agency directors, case workers, community organizers and other personnel attended each of the inservices to produce a well balanced group of experts and professionals with whom to network.

As the inservices were publicized and the project became more well known, other districts sent individuals to the workshops. In all, over ten other adult education programs were actively involved. This involvement demonstrated the great need for inservice opportunities of this kind.

In addition to the over fifteen local and surrounding school districts, the following educational agencies and institutions were represented:

a. Ann Arbor Public Library
b. Eastern Michigan University
c. International Institute

d. Michigan Department of Education
e. Michigan State University County Extension
f. Oakland Community College
g. Oakland Schools (ISD)
h. Washtenaw County Library
i. Wayne County Community College
j. Wayne Oakland Library Federation
k. Western Michigan University

The primary social agencies that were involved included:

a. Department of Social Services, Oakland County
b. Family Focus
c. Jewish Vocational Service
d. Lutheran Social Services
e. Michigan Office of Refugee Assistance
f. Oakland County Health Division
g. Southfield Human Resources Department

The participants, and they participated in every sense of the word, were invaluable to the project and the director. In addition to attending and sharing in the activities of the inservices, they also completed surveys, made personal contacts as networkers and offered suggestions for the effective operation of the project. Many of the participants served on the advisory council and some even attended all the inservices provided.

The project has been successful and networking has occurred primarily because the teachers, librarians and agency personnel participated so actively during the operation of the project. These professionals gave of their time, energy and resources to ensure that their commitment was more than just verbal.

It must be remembered that any commitment must be earned. The participants were committed to the inservices because they had a share in deciding what was to be included in the inservice activities. The training that was presented was, in many cases, a direct response to the stated needs of the participants.

What are the components of successful inservices?

A successful inservice is time consuming to plan and implement. However, it is well worth any time and cost that may be expended. It is extremely important to bring individuals and groups together in creative, productive ways to make sure that the goals of networking are accomplished. In order to do this, there are several components that are essential to any well run inservice, workshop or meeting. These components include the following activities or presentations:

a. Introductory activity to help individuals become acquainted
b. Welcome by administrator of host facility
c. Small group activity to share experiences or work on mutual problems
d. Large group activity to increase awareness and knowledge of all participants
e. Evaluation of inservice using a Participant Reaction Form
f. Follow-up of inservice with letter and materials.

All of these components, except the last one, can be reflected on the agenda that is prepared for the inservice. Using the components as an outline or guide can decrease some of the effort in planning the inservice and can increase the probability of a well balanced, successful inservice.

The introductory activity is scheduled to occur as the participants arrive. Many of the individuals will not know anyone else attending and this activity allows them to meet each other by emphasizing their unfamiliar status. If everyone is working toward a common goal, the newcomer in the group does not feel alienated. This activity actually sets the stage for the entire meeting. The advantages of an introductory activity are:

a. It helps the participants to become acquainted.
b. It allows early-to-arrive and late comers to take part in the group activity.
c. It encourages an informal exchange of information and resources.
d. It develops personal and professional networks.

Some of the representative introductory activities used in this project to accomplish the purposes of the inservices ask the participants to:

a. Share your definitions of networking and linkages.
b. Describe your interest or experience in working with immigrants and refugees.
c. Share any materials brought from your program, library or agency.
d. Share a successful strategy or technique used while working with immigrants and refugees.
e. Identify a creative activity in which you are interested.

The welcome provides an opportunity for the administrator of the host facility to share some of the resources available within that building or program. This activity encourages administrators to participate in the inservices, to become aware of the networking process and to meet other professionals from adult education programs, libraries and agencies.

The small group activity has one primary purpose: to develop trust and confidence among the participants. Of course, it is important to share expertise and knowledge, but the bonding of the participants that occurs because of this common experience is essential for the development of networks. During a small group activity, the needs of the group can be assessed and interaction among the members can be encouraged. The real strength of a small group activity is that it allows each person to contribute in some manner and this contribution often leads to commitment to the goals and objectives of the group.

One of the best exercises to use with small groups is "brainstorming." Brainstorming allows everyone to participate, but even more importantly it generates many ideas and answers for assessing needs, solving problems and addressing objectives. This technique is one of the most productive exercises used by small groups.

Large group activities can be used to increase the awareness and the knowledge level of the entire group. Several group activities or presentations were planned during the inservices. Guest speakers and experts were invited to create an exciting atmosphere for the participants. This excitement frequently helps individuals to try new ideas, to understand new theories or to reinforce a familiar concept. In each case, large group activities should only be used when small group activities are inappropriate.

The evaluation is the last activity during an inservice. Each participant has an opportunity to describe the strengths and weaknesses of the inservice as well as to offer suggestions for future inservice opportunities. The Participant Reaction Form developed by the project evaluator asked each participant to answer several questions such as these:

a. Was the learning experience worth your time and effort?
b. Were the information/materials presented in today's session relevant to your learning needs?
c. What aspect(s) of today's program will be particularly useful in your work setting?
d. What suggestions do you have which would help us to improve future programs?

A follow-up letter after each inservice may contain many items. It can be used simply to thank the participants for attending. One of the items sent with the follow-up letter from the project was an Agency Contact List that included the names, titles and addresses of all the individuals who participated. Also included in this letter can be any summaries and additional materials that resulted from the inservices. One last item to be included is an invitation to the next inservice if it is to be held within a month of the previous one.

These components are described in this manual to emphasize the necessity of developing a plan for the inservices, workshops or meetings needed to accomplish networking. The more efficiently the inservices are planned, the more time the participants and the director can spend on interacting with each other and establishing those vital linkages and networks.

What are the strategies for planning inservices?

An inservice takes many hours of planning and preparation. Each of the strategies described below can be used to plan any meeting or workshop not just one dealing with networking. Pre- and post-inservice procedures are needed to ensure that all elements of the inservice have been well thought out and all problems have been anticipated. These planning steps or strategies include:

a. Arrange for a facility to hold the inservice.
b. Plan the agenda to reflect the needs of the project and the participants.
c. Write a letter of invitation.
d. Send the letter and agenda to all individuals and agencies on the mailing list.
e. Invite speakers and identify topics.
f. Arrange for audio-visual aides, equipment and supplies.
g. Compile materials and hand-outs.
h. Arrange for food and refreshments.
i. Attend meeting.
j. Prepare follow-up materials.

Please refer to "Section Three: The Advisory Council" for more specific comments on several of these procedures. Many of the strategies needed to plan an inservice are the same as those needed to plan an advisory council meeting. In addition, the responsibilities of the chairperson of the advisory council and the planner/convener of the inservice are very similar.

When planning the inservice the planner/convener may need to ask these questions:

a. Why are we having this inservice?
b. What kind of program best represents the goal of the inservice?
c. What are the needs of the persons attending the inservice?
d. Who should be contacted as presenters and what are their qualifications?
e. What should be the result of the inservice?
f. How should we evaluate the inservice?

After planning and implementing many inservices during the past year, two aspects of the inservices were always emphasized to ensure that the experiences would be successful. The first, of course, is the content of the activities planned for the inservice. Every activity must be relevant to the needs or interests of the participants and must provide opportunities for interaction among the participants. The second aspect of a successful meeting is the climate or environment of the inservice. This must not be underestimated. A comfortable, relaxed, yet well planned atmosphere is essential to any effective inservice.

A relaxed, well prepared chairperson or convener adds greatly to the overall climate of the inservice. Therefore the convener should organize or systematize the planning that comes before the meeting. Good planning is important to ensure that everyone who participates in the inservice feels that the time was well spent and he received something from the day's activities.

The planner/convener of the inservice must take care of many details in order to facilitate a well organized meeting with a calm, relaxed climate. Some of these details may include finding answers to these questions:

a. Can the tables and chairs be arranged in informal groupings?
b. Is advance registration necessary?
c. Will the participants receive a stipend?
d. Will there be a cost for the inservice? If so, how much?
e. Which supplies or equipment need to be borrowed if not available at the facility?
f. What kind of food would be appropriate?
g. Who is responsible for purchasing the food and picking up the equipment?

Fortunately this project had a budget that allowed lunch to be furnished for all those who attended the inservices. In addition a stipend of $25.00 was paid to all those who hired a substitute, came on their own time or were not currently in a salaried position. These were important expenditures that other districts must consider when planning their own local inservices.

Why were the inservices necessary?

One of the main reasons for the inservices was to provide opportunities for networking to occur. The inservices were necessary in order to bring adult educators, librarians and agency personnel together to explore the potential benefits of networking.

The long term goal of the project was to expand services to the adult students, patrons and clients through better communication and cooperation among the agencies, institutions and organizations that serve them. The inservices provide the framework within which this communication and cooperation took place.

The inservices contained many activities that were designed to increase the knowledge of the participants in order to improve competencies in:

a. Working with adults with limited English speaking ability.
b. Using the problem solving and decision making process.
c. Examining the services provided by community agencies.
d. Developing a process design for creating and implementing networks.
e. Encouraging others to become self-directed learners.

What were the purposes of the inservices?

The six originally scheduled inservices provided workshop and interaction opportunities for all individuals and groups who were interested in networking and in improving services for immigrants and refugees. Each of these inservices used a variety of presentation techniques to accomplish the stated purposes. These techniques included: discussion, hands-on activities, brainstorming, visual aides and any other appropriate technique or activity.

The overall purpose of the inservices was to encourage the creation of linkages and networks to solve the problems related to working with and serving immigrants and refugees. The activities that were designed and the speakers that were invited reflected this purpose. The intent and content of the inservices were determined by the objectives of the project.

All the presenters at the inservices are listed in the Appendix of this manual. They are listed for two reasons: a) to demonstrate the diversity of speakers and the wide scope of subject matter covered during the inservices and b) to list them as contact persons if other districts wish to use their expertise in planning local inservices.

Two other inservices were planned in addition to the original six. One inservice was scheduled in March to bring the members of the Adult Education Association of Michigan and the Michigan Library Association together to find out more about networking and the project. The last inservice was scheduled in May to bring closure to the project and to familiarize everyone with the self-directed learning principles used during the project. These extra inservices were invaluable in reaching out beyond the five districts originally involved in the networking process.

Summaries of the purposes and the highlights of the eight inservices are included to help other districts examine the scope of networking developed by the project. The summaries also offer suggestions for inservices that may be planned by local districts. There is so much similarity between the components and principles of the advisory council and the inservices that it is recommended that the section on the advisory council be consulted and reviewed to get a broad perspective for planning and implementing the inservices.

Inservice One: Agency Interaction
October, 1980

Purpose: To introduce the networking process to adult educators, librarians and agency personnel.

This inservice was the initial step to establish and implement a network among adult educators, librarians and agency personnel. A sharing of expertise and resources was planned to lead to an integration of community resources and services and thus serve all students, patrons and clients more effectively.

A needs assessment exercise helped each of the participants to identify and prioritize the most significant reasons for combining their resources and working together to improve services.

An agency panel consisting of six representatives from agencies in the immediate area described the services of their own agencies. They also identified the needs of each agency as well as the needs of the many immigrants and refugees who use their services. A question and answer period allowed the agency representatives and the participants in the audience to interact and learn about each other.

A "Statement of Understanding between the Michigan Department of Education and the Michigan Department of Social Services" has been written to encourage cooperative efforts between these two organizations. This was just one example of the trend toward interagency cooperation. This project demonstrated the possibility of coordinating the efforts of community agencies to better address the problems that adults with limited English speaking ability encounter when they try to become part of American society.

In addition to the agreement between the educational and social agencies in Michigan, libraries have also been eager to work with other programs to improve services to the community. Through agency interaction, as demonstrated in this project, a support system can be developed that will increase the potential for successful linkages.

Inservice Two: Cultural Awareness
November, 1980

Purpose: To develop an awareness of the cultural diversity among the immigrants and refugees served.

This inservice offered many perspectives from which to learn about the characteristics and needs of immigrants and refugees. The barriers to learning faced by this population were also discussed. A guest from International Institute presented a practical guide for understanding the non-verbal aspects of communication. A panel of immigrants and refugees from three different countries gave insights into the problems they have faced as they try to become acclimated to American culture while trying to preserve their own.

A roleplaying situation presented by members of the Michigan Office of Refugee Assistance Programs used members of the audience to demonstrate the kinds of cultural barriers that are encountered by immigrants and refugees. A last presentation described cultural differences and how to deal with barriers to learning.

This inservice had more participants than any of the others. Most of the people who attended expressed a desire to have more information. It illustrated the great need of professionals to receive training relative to their areas of interest.

Inservice Three: Library Services
December, 1980

Purpose: To become familiar with the numerous resources and materials available in the libraries.

The need for interaction between libraries and agencies was a real concern to the project staff. This inservice allowed agency personnal to create linkages with an untapped community resource and to inform librarians of the unique needs and concerns of their agencies. Teachers and librarians have been somewhat familiar with each others' resources but this inservice permitted them to increase the level of awareness and actually discuss the mutual problems that are faced by adult education programs and libraries.

The agenda for this inservice included many activities that informed teachers and agency personnel of the wide range of services and resources now available at libraries. Several of the presenters addressed their remarks to help create a broader understanding of: how to establish an adult reading collection, what's new in library services, how the ERIC system can be used and how the interloan process works. This new and useful information helped educators and agency personnel to view libraries as a valuable community resource.

The real purpose of this inservice was to view libraries as a resource which encourages and develops self-directed learning. Since the time of Ben Franklin, libraries have been the place to go to direct one's own learning. It is important that educators and agency personnel become familiar with the varied services of the library.

Inservice Four: Teaching Strategies and Materials
January, 1981

Purpose: To offer a variety of experts, resources and materials to improve educational services to immigrants and refugees.

This inservice started out with a keynote address to set the stage for a better understanding of culture. The director of the Ethnic Heritage Studies Program, University of Michigan, spoke about the context of culture to give the participants a better perspective for working with the target population.

The eight concurrent sessions that were planned allowed the participants to attend four different sessions and to interact with a minimum of four different experts. These experts were from the field of English as a second language or from the agencies and institutions that provide services to adults with limited English speaking ability.

Although other inservices will possibly not use the following list of session titles, they are provided to demonstrate the comprehensiveness of this inservice. The titles also reflect the wide variety of expertise available within any given community. The titles of the concurrent sessions for Inservice Four are:

a. Cooperation Between Agencies and ESL Programs
b. A Skills Based Curriculum for ESL Teachers and Students
c. Dynamics of Learning a Second Language

d. Drills and Exercises in the ESL Classroom
e. Games in ESL/ABE Instruction: Make and Take
f. Needs Assessment for Librarians and Teachers
g. Language Experience and All That Jazz
h. A Potpourri of Techniques that Work

Inservice Five: Improving Services
February, 1981

Purpose: To improve services to immigrants and refugees by using materials more effectively and by understanding the role of sponsors.

The agenda for this inservice was a direct result of the needs expressed at earlier meetings with the participants and the members of the advisory council. There was a real need to improve the materials used with immigrants and refugees and the services that were being provided to them.

The participants reviewed agency and program materials that they use with adults with limited English speaking ability. Two questions were answered as these materials were being reviewed:

a. What do students, patrons or clients need to know to use services?
b. How can this material be used to improve services to students, patrons or clients.

A readability formula was used with many of these materials to demonstrate that the reading level of most agency and program materials is extremely high. Even translators and interpreters brought in by the immigrants and refugees have difficulty understanding the frequently technical terms used by agencies.

The role of the sponsor was described very effectively and concisely by a representative from Lutheran Social Services. All the participants placed a high value on the information provided. A discussion of the needs of the sponsors as well as their experiences and their problems gave each participant a better understanding of this important person or organization in the lives of the people they assist.

Inservice Six: Creative Problem Solving and Decision Making
March, 1981

Purpose: To learn to solve problems creatively.

So many participants expressed interest in this topic that this inservice was offered twice in order to allow maximum participation. The group had to be kept small to ensure that the process and the activities could be explained and demonstrated most effectively. A mixture of discussion, games and various other small group activities were accompanied by a slide tape presentation to acquaint the participants with the creative problem solving (CPS) process.

Each participant experienced the steps of the actual process during the inservice. The discussions and slide tape presentation centered on identifying mental blocks, encouraging the CPS process and applying the process to individual problems. The process is an important aspect of creating and implementing networks. Many of the skills used to solve problems and make decisions are needed by those who are involved in networks. Networks usually consist of many problems that need to be solved and decisions that need to be made. The reason for networking in the first place is that individuals or groups have identified problems that are difficult to solve.

A workbook was given to the participants to be shared with the other staff members of their agencies, institutions or organizations. This workbook, "Doubling Idea Power: A Program in Creative/Innovative Problem Solving and Decision Making" by M. O. Edwards, was very helpful during the inservice and describes the process in a very concise and clear manner.

AEA-M and MLA Inservice: A Networking Conference
March, 1981

Purpose: To increase networking among the members of the Adult Education Association of Michigan and the Michigan Library Association.

This was the only inservice held outside the five districts described in the grant. Lansing was selected as the most convenient site to encourage wider participation from a larger geographic area. All the members of each organization were invited.

A resource identification activity was used with the entire group to permit the participants to identify their own personal and professional resources. These resources were then compiled into a booklet and sent to each person who attended the inservice. The Networking Resource Directory can be used to begin networking with professional colleagues who have mutual interests, required skills or available resources.

As another presentation, the presidents of the two associations described the objectives of their organizations and told how networking can help to accomplish these objectives. The Process Design and the Personal Involvement Plan were introduced at this meeting and the participants provided valuable insights to the project director regarding these two forms.

The concept of networking and the activities of the project were presented to all the members of AEA-M and MLA. The need for networking and cooperation between the two organizations was emphasized and reinforced by the Michigan Department of Education. AEA-M and MLA have the potential to become broader networks and to use networking as a tool to solve many problems for their members. This inservice was an initial step to provide opportunities for their members to become networkers within the framework of the associations.

Final Inservice: Networking in Action
May, 1981

Purpose: To describe the characteristics of self-directed learning and to share outcomes of the project.

The last inservice was not originally scheduled, but because of the need to have closure and to summarize the major events of the project it was planned. Everyone who had participated in the project thus far was invited to attend.

The theme of this inservice was self-directed learning. Although the concept was interwoven in all of the inservices and the activities, it seemed necessary to consolidate the information into one inservice. At the same time the participants could be self-directed learners by actively completing the Personal Involvement Plan to begin the networking process in their own local agencies and programs.

The project evaluator summarized some of the results of the project and the outcomes of the activities and inservices. He then asked the participants to respond to the project as a whole via an evaluation form. The questions on the form asked for descriptions of any learning that took place to make the participant's job easier, the degree of change as a result of this project, the number of new linkages established as a result of this project and several other critical issues.

As a final activity the participants were asked to describe the project in one word. This celebration of the year's progress and efforts was used to bring closure to the project. Many of the participants responded in a favorable manner such as:

Thrilled Satisfied Informed
Thoughtful Intrigued Stimulated
Encouraged Cooperative Grateful

Others responded using words that suggested that they want to continue the concept of networking in their local programs, institutions and agencies:

Inspired Recharged Hopeful
Enthusiastic Motivated Eager
Turned on Challenged Changed

All the responses were positive and many were repeated more than once. The participants were as cooperative and excited at the last inservice of the project as they were at the very first inservice. NETWORKING WORKS! ! !

> "The development of linkages and networks with significant others is important to increase the power base in adult education."
>
> Howard McClusky, Keynote
> Speaker, AEA-M Mid-Winter
> Conference,
> February, 1981

NOTES

Suggestions for planning opportunities for networking:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Resources needed:

1.
2.
3.
4.
5.

Follow-up procedures:

1.
2.
3.

SECTION FIVE

Project Evaluation

Why is evaluation necessary?

What is the focus of evaluation?

How should an evaluation be conducted?

What criteria should be used to select an evaluator?

Why is evaluation necessary?

When conducting any type of evaluation it is important to develop a plan. Such was the case for the Section 310 Project, "A Model for Networking." To better understand the process of project evaluation and how it was conducted in this project, this section is arranged to answer a series of questions which might be used in the development of an evaluation plan for a similar project.

Evaluation is a way to measure the value or worth of an educational activity. It provides a mechanism for determining: what has been done, what is being done or what might be done as a result of a project. Evaluations are a way to make judgments regarding the value of procedures, programs and products.

In "A Model for Networking" the decision to evaluate was based on the need for the project staff to measure progress on an ongoing basis (formative evaluation) and the desire of the funding agency to have some measure of the success of processes used, the programs presented and the project accomplishments and outcomes (summative evaluation).

What is the focus of evaluation?

The evaluator and the project staff need to establish an evaluation plan preferably prior to project commencement. This plan should define the nature and scope of the evaluation. Decisions need to be made concerning the audiences that desire information, i.e. project staff, participants, funding agency, and the information desired by audiences, i.e. program processes, program outcomes. Another factor affecting the evaluation focus is determining what information is needed to make decisions; is it measuring the value of content, observations of program faculty presentations, measures of changes in participant behaviors as a result of an educational activity, and/or project costs.

In most cases as in the "A Model for Networking" project, the evaluation focuses on three major uses of evaluation: project planning, project improvement and project justification.

Evaluation can assist in project planning including procedures, programs and products. In the "A Model for Networking" project this included the use of several surveys to obtain information from immigrants and refugees, teachers and paraprofessionals and human services agency personnel about:

a. Current service needs of immigrants and refugees
b. Accessibility of services to immigrants and refugees
c. Problems encountered in linking community resources with needs of immigrants and refugees
d. Types of resources (materials, personnel, etc.) most helpful to immigrants and refugees.

This information served as one approach to measure the current level of services to immigrants and refugees versus the desired levels of services, and data was used to develop inservice training sessions aimed to satisfy these identified need areas.

Another use for evaluation is project improvement. Evaluation can be used to improve a project in the following ways:

a. To determine whether a program is proceeding as originally planned.
b. To determine whether content is appropriate for a particular audience.
c. To measure unanticipated outcomes.
d. To identify factors which may be inhibiting or enhancing program outcomes.
e. To request suggestions from participants to improve the project.

In this project the Participant Reaction Form was used at each of the six regularly scheduled inservice sessions to provide information useful in making modifications of the content and format of the inservices. Another technique used for project improvement was periodic meetings between the evaluator and the project staff to discuss the progress of the project, the degree to which the project timeline was being followed and any changes in the project goal and objectives.

The third major use of project evaluation is project justification. Accountability is an important aspect of any funded project. In most cases the funding agency not only requires some measure of project outcomes but it is often important for the project staff to have data which will justify continued support of the project. In the "A Model for Networking" project several evaluation instruments were used for project justification. Quarterly reports were sent to the funding agency in which project objectives were listed with corresponding descriptions of procedures used to accomplish tasks as well as project achievements to date. In addition, persons who had participated in the inservice sessions were surveyed several weeks after the session had ended. Questions focused not only on what was learned but what changes or improvement had been made to better serve immigrants and refugees.

How should an evaluation be conducted?

There are several steps which are important to keep in mind when conducting an evaluation. These steps include the following:

a. Identifying primary audiences and critical issues.

Persons who are interested in evaluation data (program funders, participants, project staff) and the types of information they desire (measures of project outcomes, processes, costs, consequences and justification) must be identified.

The primary audiences for the evaluation of the "A Model for Networking" project were the project staff who needed feedback of the project status on an ongoing basis to make necessary modifications and the project funder who needed information to justify the project to the state agency.

b. Using data sources.

For each major critical issue or type of information desired one needs to determine the appropriate data source. These sources include persons involved in the project, existing documents or records produced as part of the project and materials which may be available from previous or similar projects. Decisions also need to be made on whether a sampling from these data sources is sufficient or whether collection of data from all persons and all sources is justified.

In the current project a variety of individuals both directly and indirectly involved with the project were used as sources of information. The AEA-M and MLA executive boards, members of these associations, advisory council representatives and heads of educational agencies all served to provide sources of information about the project from different role perspectives. In some cases, such as inservice sessions, all participants were asked to complete surveys; in other cases a sample of individuals, such as teachers and paraprofessionals, were surveyed.

c. Techniques for collecting data.

There are a variety of data collection techniques that can be used in a project. These techniques may include the following:

- Questionnaires
- Opinionaires
- Interviews
- Observations
- Active participation in a program
- Standardization tests
- Rating scales
- Attitude scales
- Checklists
- Anecdotal records
- Other

Definition of the critical issues to be evaluated and the availability of data sources will assist in decisions as to which method to use, but other factors need to be considered in terms of cost and time for the development of the instruments, distribution, collection and data analysis.

Questionnaires were the primary source for data collection for this project. It was a quick and efficient way to get standardized data from a variety of persons involved in or affected by the project. Other data sources included the evaluator's personal observation of project activities by attending the advisory council meetings and participating in inservice sessions.

d. Techniques for reporting findings.

Careful consideration needs to be given to what types, how and when information is reported depending on the specific audience. Some types of reports - written, oral, progress, final, technical, descriptive, evaluative - are appropriate for different audiences for different reasons. Even the way reports are displayed - case studies, graphs, charts, test scores, multi-media presentations, simulations and testimonials - are important considerations in reporting evaluations.

Evaluation information for "A Model for Networking" was often reported to project staff immediately so changes could be made as the project progressed. For the inservice sessions this information was often an oral presentation to save time and allow for immediate modification of the next inservice session. In another case, a written program report was prepared for the advisory council's action.

e. Encouraging persons to use evaluations.

Individuals are more likely to see the importance of an evaluation and utilize the recommendations if they have had some role in planning or implementation. They are more likely to use evaluation findings if the results are available when they request them and if the presentation of findings is clear and offers alternative courses of action. Another strategy likely to increase the use of the findings is to provide the project staff with some form of assistance in implementing the recommendations. When presenting survey results it is important to be aware of the political and social implications of findings.

The project director and the project staff were involved in the construction of all the project evaluation instruments to ensure that the measures used would provide data that they needed in order to make decisions. At several points adult educators, librarians and agency personnel, as well as AEA-M and MLA board members were asked to help formulate survey questions most likely to evoke relevant responses from their colleagues. Their involvement helped to increase the response rate as well as their use of the findings.

What criteria should be used to select an evaluator?

While many projects use existing staff to develop and conduct evaluation components of a project, it is often desirable and sometimes mandatory that an outside impartial observer be hired as an evaluator.

Evaluators are called on to make judgments about programs and it is important to be aware of their philosophical and methodological orientation in order to better understand what effect their observations might have on other's perceptions of the project. An evaluator should be selected using the following criteria:

a. Experiences in evaluation
b. Professional work experience
c. Academic background
d. Perspective on purpose of evaluation
e. Practitioner/researcher orientation
f. Knowledge of different research/evaluation methodologies
g. Previous experience as evaluator
h. Reputation - ability to deliver
i. Responsiveness to client - ability to work with others

"Adult education should be problem solving education."

Harold L. Hodgkinson, President
National Training Laboratories,
AEA-M Mid-Winter Conference.
February, 1980

APPENDICES

Advisory Council Members

Inservice Presenters

Inservice Participants

Selected Samples of Materials

- Inservice Opportunity Letter
- Agenda
- Introductory Activity
- Follow-up Letter
- Inservice Summaries
- Participant Reaction Form

These materials are included to assist adult educators, librarians, agency personnel, para-professionals and others who are interested in the networking process. The three lists of advisory council members, inservice presenters and inservice participants give the names, positions and addresses of the persons involved in the project. These three lists provide the reader with a better understanding of the possible resources that exist in any given community.

The project staff feels that in one year most of the individuals and groups who were interested in networking to improve services to immigrants and refugees were successfully reached. However, there are other professionals who should know about the benefits of networking and who should be contacted to establish networks at the local community level. These materials may be helpful in that endeavor.

The selected samples of materials are meant to be representative of some of the materials and resources that were produced by the project staff. To include all the materials would take another manual many times this size. If more information is needed, please contact:

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A Model for Networking

June, 1980 - May, 1981

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A Model for Networking

June, 1980 - May, 1981

Ilene Abramson, Job Counselor, Jewish Vocational Services
"Cooperation Between Agencies and ESL programs"
January 9, 1981

James Anderson, Ph.D., Director, Ethnic Heritage Studies Program, University of Michigan
"The Context of Culture"
January 9, 1981

Fawzeah Aziz, from Iraq
"I've Been There!" - Reactions about Life in America from Immigrants and Refugees
November 13, 1980

Boutsbong Beattie, Educational Specialist, Michigan Office of Refugee Assistance Programs
"Michigan Office of Refugee Assistance Programs: Questions and Answers"
November 13, 1980

Nancy Browning, Teacher - Coordinator, Demonstration and Teacher Training Project for English as a Second Language, Livonia Public Schools
"Cultural Differences and How to Deal with Barriers to Learning"
November 13, 1980
"A Skills Based Curriculum for ESL Teachers"
January 9, 1981

Eric Cottrell, Ph.D., Director of Educational Programs, International Institute
"Aspects of Verbal and Non-Verbal Behavior in Cross Cultural Communication
November 13, 1980

Jennie Cross, Acting Assistant Director, Educational Resource Center, Oakland Schools
"Who's ERIC and Why Isn't He (It?) Helping Me?"
December 9, 1980

Mary Croteau, Director, Washtenaw County Library
"Establishing an Adult Reading Collection NOW"
December 9, 1980

Joan Dessinger, Reading Coordinator, East Detroit Adult Education
"Benefits and Barriers to Networking"
May 15, 1981

Leo Dorr, President 1980-81, Adult Education Association of Michigan
"The Associations: Who We Are"
March 27, 1981

Joan Garbarino, Academic Coordinator, L'Anse Creuse Adult Education
"Using Materials Effectively: A Review of Readability"
February 10, 1981

Robert Graham, Ph.D., Consultant in Teaching English Language, Oakland Schools
"Dynamics of Learning a Second Language"
January 9, 1981

Steve Grizzell, Community Outreach, Michigan Office of Refugee Assistance Programs
"Michigan Office of Refugee Assistance Programs: Questions and Answers"
November 13, 1980

Dolores Hayden, Head, Reference/Interloan Department, Wayne Oakland Library Federation
"Everything You Wanted to Know About Interloan"
December 9, 1980

Vita Kronik, from Russia
"I've Been There!" - Reactions about Life in America from Immigrants and Refugees
November 13, 1980

Betsy Lawrence, Director of Circulation, Ann Arbor Public Library
"Establishing an Adult Reading Collection NOW"
December 9, 1980

Howard Lipton, President, Michigan Library Association
"The Associations: Who We Are"
March 27, 1981

Robert P. Means, Ph.D., Assistant Director, Office of Continuing Medical Education, University of Michigan
"Evaluation of the Project: Past and Present"
May 15, 1981

Robert Mejia, Administrator, Latin Affairs Office, Human Resources and Personnel Department, City of Pontiac
"Agency Panel"
October 15, 1980

Marilyn Monan, ESL Instructor, Royal Oak Adult Education
Moderator - "I've Been There!" - Reactions about Life in America from Immigrants and Refugees
November 13, 1980

Barbara Moten, ESL Coordinator, Detroit Adult Education
"Drills and Exercises in the ESL Classroom"
January 9, 1981

Mai Thi Ngo, from Viet Nam
"I've Been There!" - Reactions about Life in America from Immigrants and Refugees
November 13, 1980

Tuong Nguyen, Information Specialist, Michigan Office of Refugee Assistance Programs
"Michigan Office of Refugee Assistance Programs: Questions and Answers"
November 13, 1980

Charlotte Nowak, ESL Learning Center Instructor, Troy Adult Education
"A Potpourri of Techniques That Work"
January 9, 1981

Joan Post, Assistant to Director of Refugee Services, Lutheran Social Services
"The Role of the Sponsor: Questions and Answers"
February 10, 1981

Christine Redmond, Assistant Manager, Southfield Community Placement
Moderator - "Agency Panel"
October 15, 1980

Mary Reiss, Director, Adult Extended Learning Services
"A Model for Networking and Other Beginnings"
March 27, 1981

Robert Rodgers, Ed.D., Field Consultant - Reading, Oakland Schools
"Games in ESL/ABE Instruction: Make and Take"
January 9, 1981

Bruce Schmidt, Director, Southfield Public Library
"What's New in Library Services for Teachers and Students"
December 9, 1980

Mounir W. Sharobeem, Executive Director, Detroit Baptist Children's Home
"Creative Problem Solving and Decision Making"
March 18 & 31, 1981

Ann Shely, Consultant, Detroit Baptist Children's Home
"Creative Problem Solving and Decision Making"
March 18 & 31, 1981

Kurt Shuck, Media Librarian, Ferndale Adult Education
"Needs Assessment for Librarians and Teachers"
January 9, 1981

Rena Soifer, Director of Reading Academy, Eastern Michigan University
"Lanugage Experience and All That Jazz"
January 9, 1981

Sally Stewart, Supervisor of Volunteer Services, Michigan Department of Social Services
"Agency Panel"
October 15, 1980

Kalman Tillem, Senior Vocational Counselor, Jewish Vocational Services
"Agency Panel"
October 15, 1980

Virginia White, Ph.D., Consultant, Re-entry Program, Western Michigan University
"Self Directed Learning: An Overview"
"Personal Involvement Plans: The Process in Action"
May 15, 1981

Joanne Zakhem, Field Nursing Supervisor, Oakland County Health Department
"Agency Panel"
October 15, 1980

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A Model for Networking

June, 1980 - May, 1981

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Joanne Zakhem, Supervisor, Oakland County Health Division, 27725 Greenfield, Southfield, MI 48076 424-7075

Mary Lou Zerse, ESL Aide, Ferndale Continuing Education, 881 Pinecrest, Ferndale, MI 48220 542-2535

A Model for Networking

Christine Welliver
Project Director
881 Pinecrest
Ferndale, Mich. 48220
(313) 546-7045

Leo W. Dorr, President - Adult Education Association of Michigan
Frances H. Pletz, Executive Director - Michigan Library Association

January 23, 1981

TO: ALL Agency Personnel
Librarians
ESL Teachers
Curriculum Specialists
Others who work with immigrants and refugees

FROM: Christine Welliver

RE: Inservice Opportunity - February 10, 1981

Four inservices have now become history and I want to thank all of you who have attended or encouraged others to attend these inservices. The communication and cooperation that is going on among the inservice participants will certainly lead to a better understanding of the needs of the adults with limited English speaking ability who use our services.

There are still two inservices planned for you or your staff members. Inservice Five: Improving Services is scheduled for Tuesday, February 10, 1981 at the Southfield Public Library from 9:00 a.m. - 3:00 p.m. in the Marcotte Room. This inservice will stress the operational aspect of our programs.

- How can materials for clients and students be used more effectively?
- How can agencies and libraries improve services to immigrants and refugees?
- How can we interact with sponsors to meet the needs of immigrants and refugees?

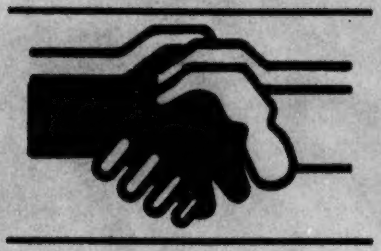
The interaction among agency personnel, librarians and teachers will help to identify ways to improve services to those persons who are unfamiliar with American educational and social agencies.

A stipend of $25.00 will be paid (upon submission of request) to those who must hire a substitute, come on their own time, or are not currently in a salaried position. Lunch is free to all participants but reservations must be made by Friday, February 6, 1981.

See you at Inservice Five!

CW/bjw

Enclosure



A Model for Networking: Coalition of Service Organizations to Expand Outreach to Underserved Adults is a special experimental demonstration project, Section 310 of the Adult Education Act, Michigan Department of Education, Adult Extended Learning Services, FY 1980.

The intent of the project is to develop a co-operative network of community organizations and agencies using the brokering system that will provide more and better services to adults with limited English speaking ability. The ultimate goal of the project is to expand services to adult students and clients through better communication and cooperation among the agencies that serve them.

A MODEL FOR NETWORKING

INSERVICE FIVE

IMPROVING SERVICES
Southfield Public Library
Marcotte Room
February 10, 1981
9:00 a.m. - 3:00 p.m.

INSERVICE FIVE: IMPROVING SERVICES
February 10, 1981

AGENDA

9:00 - 9:15	Registration, Introductory Activity Coffee and Donuts
9:15 - 9:45	Project Update: Christine Welliver
9:45 - 10:30	Review of Program Materials a) What do clients need to know to use services? b) How can materials be used to improve services to clients?
10:30 - 12:00	"Using Materials Effectively: A Review of Readability" Joan Garbarino, Academic Coordinator L'Anse Creuse Adult Education
12:00 - 1:00	LUNCH (Provided by Project)
1:00 - 2:00	"The Role of the Sponsor: Questions and Answers" Joan Post, Assistant to Director of Refugee Services Lutheran Social Services
2:00 - 2:45	"Improving Services: Next Steps" Small Group Activity
2:45 - 3:00	Evaluation: A Project Requirement Closure

A Model for Networking

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INTRODUCTORY ACTIVITY

Good Morning and Welcome to the Tyndall Center of Berkley Community Education!!!

1. Get a cup of tea or coffee and a donut.

2. Use the attached 3x5 card to write your definition of networking. On the reverse side put your name and position.

3. Walk around the room to find someone who has the same definition.

4. Talk to at least 10 people (everyone, if you can.)

5. Return to the person with the definition closest to yours and describe how you network with others on your job.

6. Have a pleasant day.

* Help yourself to tea, coffee and donuts whenever you wish.

A Model for Networking

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Leo W. Dorr, President - Adult Education Association of Michigan
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TO: AEA-M and MLA Networkers

FROM: Christine Welliver

RE: Follow-up of "A Networking Conference"

The conference held at the MSU University Club on March 27, 1981, was an exciting and productive day. Thank you for your participation and your willingness to network with all those who were able to attend.

As a result of the day's activities several resources were developed. These are included as suggestions to help you with your efforts to involve others in the networking process.

The enclosed materials are submitted to you with very little editing so that the original intent is maintained. The materials include:

1. Introductory Activity: What is networking? Who can use the networking process? Why do we need to network with others? (This can be used as a rationale for or an explanation of networking.)
2. Networking: A Process Design (This can be used to create an interest in networking and to describe the steps needed to implement a networking plan.)
3. Networking Resource Directory (This can be used to begin networking with colleagues who have mutual interests, identified skills, available resources, etc.)
4. Summary of Evaluation (This can be used to anticipate some of the concerns others have regarding networking and to help you plan effective networking opportunities.)

A wide range of interests, skills and levels of awareness by the participants was evident at the networking conference. It is the purpose of this project to bring together librarians and adult educators to create an awareness of and to improve networking between these two groups. The members of AEA-M and MLA are the best resources Michigan has available to create a climate of sharing and cooperation to meet the needs of adult learners in the state.

Thank you for your commitment to adult education and thank you for the opportunity to share the networking process with you. I would be very interested to know how these materials are used. Just call or write me. Happy Networking!

CW/bjw

INSERVICE ONE: AGENCY INTERACTION

Agency Needs Assessment

October 15, 1980

In small groups of four persons each the participants were asked to think of all the possible outcomes that they want to see as a result of this project. They responded to this question: What would you like to see happen as a result of this project to improve services to immigrants and refugees? When all the ideas were collected and written on large sheets of paper, the sheets were placed on the walls around the room. Each participant was then requested to indicate the five or six most important ideas listed. This, then, is the result of that informal assessment procedure.

The numbers on the left indicate the priority of each item; the numbers in parentheses indicate the number of "votes" received by that item. The items under the headings reflect the many ways the same information was listed. An effort was made to compile all like concepts under the same heading. The items are listed in the order of importance (or in this case the first subheading received more votes than the second, etc.). You may wish to recategorize the headings to make the information more useful to your agency.

1. Directory of available services (25)
   - central resources
   - contact persons
   - list of service organizations available
   - current and correct information
   - description of agencies and requirements for specific ethnic groups
   - list of ESL programs

2. Improvement of services (22)
   - resettlement
   - child care (free, low-cost)
   - interagency support
   - less duplication, less paperwork
   - client services: financial, legal, housing
   - cooperation with U.S. Immigration
   - work together - trust factor
   - outreach
   - professional information

3. Cultural awareness (20)
   - cultural adjustment - appropriate social and vocational acculturation
   - more "cultural education" - educate teachers, etc., about other cultures - educate clients about U.S. culture
   - encourage positive attitudes about immigrants through use of the media
   - cultural awareness materials - both cultures

4. Educational programs for ESL (19)
   - education in technical/occupational English
   - educational services
   - appropriate self learning material
   - Community college ESL programs
   - learning opportunities - tutors, classes
   - bibliography of graded materials for ESL
   - free materials for students

5. Transportation (17)
   - provide better transportation

6. Translation (14)
   - resource available that supplies interpreters (volunteers and paid)
   - translation services provided by social service agencies (several languages apiece)
   - emergency translation

7. Counseling (10)
   - counseling services to provide mental and emotional needs
   - crisis intervention number to call

8. Networking (10)
   - newsletter for all professionals helping with ethnic groups
   - advertising each other's programs
   - networking really working
   - networking manual - dissemination, interpretation and implementation

9. Jobs and Vocational Training (9)
   - distribution of resources from a central location - both jobs available and workforce available
   - more contacts with employment services
   - vocational training
   - improved follow up services after job placement - i.e. CETA, OJT
   - job services for Detroit students and clients

10. Sponsors (8)
    - classes for sponsors outling networking
    - coordination of sponsors
    - list of refugees and sponsors in geographic area

11. Testing (6)
    - personalized needs assessment (to identify their priorities)
    - need for more adequate evaluation and assessment of vocational and technical skills
    - placement tests with different cultural baises (ESL, ABE)

12. Library services (4)
    - implement library services for foreign born
    - resource in library containing information on adjustment, bilingual education, history, etc.

13. Medical services (3)
    - medical/health care list of free services
    - medical services
    - medical screening

INSERVICE FIVE: IMPROVING SERVICES (per Joan Post)
February 10, 1981

I. Functions of Lutheran Social Services of Michigan (as well as some other agencies)

   A. To find and support sponsors in response to Lutheran Immigrant and Refugee Service (LIRS)
      1. Sponsor in area of U.S. relatives, maintain cultural cluster
      2. Counsel as to:
         a. culture
         b. committees/time necessary to complete task
         c. medical, educational resources - locate others in area who have sponsored
         d. bi-lingual staff if no relative available

   B. To support incoming family
      1. Aid when we can in finding jobs
      2. Aid in cases of sponsor/family breakdown
      3. Aid in reunification
      4. Counsel second moves
      5. Offer bi-lingual help with medical information and problems
      6. Provide home orientation - instruct in use of various appliances
      7. Provide an interpreter or relative to accompany sponsor to airport

II. Sponsors

   A. Duties - Moral support as well as:
      1. Home and furnishings (including utility hookups)
      2. Clothing
      3. Medical/dental check-up
      4. Jobs
      5. Schooling

   B. Problems
      1. Culture shock of family
      2. Cultural differences
      3. Inadequate employment for independence
      4. Frustrations of men from #3
      5. Language barrier
      6. Inadequate resources - medical people who understand refugee diseases/depression
      7. Society's feelings toward refugees
      8. Progress toward independence
         a. Family's goals
         b. Sponsor's goals

III. Suggestions for Teachers of ESL Programs

   A. Provide classes geared to level of students
      1. Literate
      2. Semi-literate
      3. Illiterate
      Note: I have visited a few with all three levels and no aide help

B. Emphasize that what is taught needs to be pertinent
    1. Everyday words
    2. Conversation/not only words

C. Offer small classes with individual attention

D. Use reinforcement materials - books, dittos sent home for study until next class session

E. Identify sponsors (if any) - many tutor one-on-one at home (Lutheran Social Services of Michigan, United States Catholic Conference)

F. Share materials with sponsor or give suggestions

G. Encourage teachers to become aware of cultural differences

H. Have sponsor/teacher conferences

I. Order films to correlate to what is being taught (if possible)
    1. Much more interesting
    2. Objects more easily identified in natural surroundings

SPONSORS

Archdiocese: Sister Lumena O'Sullivan, 237-5928

International Institute: Carol Lynn Manuszak, 871-8600

Lutheran Social Services: Joan Post, 579-0333

Detroit Presbytery: Helen Morrison, 345-6550

PARTICIPANT REACTION FORM
INSERVICE SIX: CREATIVE PROBLEM SOLVING AND DECISION MAKING
March 18 / March 31, 1981

We would greatly appreciate your frank reactions to today's program. The information you provide will help us better understand how well we are doing and enable us to make necessary modifications to improve future learning activities of this kind.

Please specify your current position/job description:

1. Overall Rating: Please circle the rating which best expresses your opinion.

a.	Were the information and materials presented in agreement with what you expected would occur in today's program?	1 YES	2	3 PARTIALLY	4	5 NO
b.	Was the learning experience worth your time and effort?	1 YES	2	3 PARTIALLY	4	5 NO
c.	Was adequate time available for interaction with today's resource persons?	1 YES	2	3 PARTIALLY	4	5 NO
d.	Were the information/materials presented in today's sessions relevant to your learning needs?	1 YES	2	3 PARTIALLY	4	5 NO
e.	What percentage of the material presented today constituted "new information" for you?	0	25	50	75	100
f.	What percentage of the material presented today was a "review" for you?	0	25	50	75	100

2. How would you rate presentations by today's resource persons (Circle the appropriate number: 5 = Excellent 1 = Poor).

a.	Organization of material (logical progression)	5 EXCELLENT	4	3 FAIR	2	1 POOR
b.	Presentation of material (conveys information clearly)	5 EXCELLENT	4	3 FAIR	2	1 POOR
c.	Practical values of material	5 EXCELLENT	4	3 FAIR	2	1 POOR
d.	Appropriateness of handout material	5 EXCELLENT	4	3 FAIR	2	1 POOR

3. What aspect(s) of today's program will be particularly useful in your work setting?

4. What aspect(s) of today's program are likely to be least useful in your work setting?

5. What aspect(s) of today's program, if any, should have received greater emphasis?

6. Identify what you will do differently in your work setting as a result of attending today's program:

7. What suggestions do you have which would help us to improve future programs?

8. Please identify those persons from your agency or other agencies who you feel would benefit from attending a program like today's:

THANK YOU!